ORCUTT UNION SCHOOL DISTRICT
Regular Closed Meeting of the Board of Trustees
Wednesday, February 10, 2021
Closed Session – 6:00 P.M. Public Session – 6:30 P.M.
District Board Room, 500 Dyer St., Orcutt, CA 93455

There will be a link posted on the district website home page prior to the start of the meeting. To view the meeting go to that link. If you want to just listen to the meeting or make a public comment, you will need to follow the instructions below.

Due to Covid 19 Pandemic and need for Social Distancing, the physical Board meeting is closed to the public, however you can access the board meeting via audio teleconference

Orcutt Conference Call
Please join the meeting from your computer, tablet or smartphone.
https://www.gotomeet.me/orcutt **You can also dial in using your phone** United States: +1 (571) 317-3122
Access Code: 887-747-125

CALL TO ORDER 6:00 P.M.

A. Pledge of Allegiance

B. Open Session of our board meetings are audio recorded and are being live streamed. Those in attendance should expect that the recordings will capture all activity and discussions before, during and after meetings.

CLOSED SESSION PUBLIC COMMENTS

A. This section of the agenda is intended for members of the public to address the Board of Trustees on items that are being considered in Closed Session. Those wishing to speak about items to be discussed in closed session will need to email Alice Salazar, at asalazar@orcutt-schools.net and state that you want to make a public comment. Speakers are allowed a maximum of three (3) minutes to address the Board. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

ADJOURN TO CLOSED SESSION

A. Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code Section 3549.1, 54956.95, 54957, and 54957.6.

1. Public Employment per Personnel Report.
2. Public Employee Employment/Discipline/Dismissal/Release.
3. Conference with labor negotiator Dr. Holly Edds, Superintendent and/or Susan Salucci
   a. OEA
   b. CSEA
4. Conference with labor negotiators for unrepresented employees:
   a. Certificated and Classified Management, and Confidential.
      Agency representative – Superintendent.
   b. Superintendent. Agency representative – Board of Trustees
5. Student disciplinary/expulsion matters.
6. Conference with Legal Counsel: Anticipated Litigation Pursuant to California Government section 54956.9(d) (2).

RECONVENE TO PUBLIC SESSION 6:30 P.M.

A. Public Report on Action Taken in Closed Session

C. Adoption of February 10, 2021 Agenda

Moved _____ Second _____ Vote _____

C. PUBLIC COMMENT ANNOUNCEMENT

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. Audience members wishing to address the Board during the Public Comment segment of the agenda are asked to email Alice Salazar at asalazar@orcutt-schools.net. You will need to join the meeting, and you will be called upon during the public comment section of the agenda.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the Board on any items within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

A. Superintendent's Report

An opportunity for the Superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities such as curriculum/instructional updates, timely events/information, and district activities.

1. OAHS ASB Update
2. Olga Reed presentation
3. Revision to Budget Overview for Parents
4. School Reopening Update

B. Items from the Board

C. Public Comment

The public comment section of the agenda is an opportunity for the public to provide input to the Board of Trustees. Any request to speak must be emailed to Alice Salazar at asalazar@orcutt-schools.net and state that you want to make a public comment. If you are speaking to an item that is not on the agenda, you can only speak during the public comment section.

Those wishing to speak about an item that is on the agenda may do so during the public comment section, or when the item is being considered. If you choose to speak on an item at the time it is being considered, your name will be called before the Board's deliberation.

Speakers are allowed a maximum of three (3) minutes to address the Board. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting. **Please make sure to join the meeting (see instructions on page 1) if you plan on making a public comment.**

D. Written Communication

Documents addressed to or by board members as communications during a Board of Education meeting is defined as letters from parents or community members regarding issues within the jurisdiction of authority of the Board of Education; information or reports from professional organizations, i.e., CSBA, SBCSBA, etc.; letters or reports from other public agencies; letters or reports from legislators; or letters or reports from district schools or staff.

CONSENT AGENDA ITEMS

Actions proposed for Consent Agenda (block vote) items are consistent with approved practices of the district and are deemed routine in nature. Since trustees receive board agenda backup information in advance of scheduled meetings, they are prepared to vote with knowledge on the block vote items. Consent Agenda items are voted on at one time, although any such item can be considered separately at a board member's request.

A. Classified Personnel Action Report
B. Certificated Personnel Action Report
C. Approval of Warrants
D. Minutes, Regular Board Meeting Minutes, January 13, 2021
E. Notice of Completion (NOC) for Lakeview JHS and Alice Shaw Paint Projects
F. BP 4119.11, 4219.11, 4319.11, Sexual Harassment, for the Second Reading
G. BP 4157, 4257, 4357, Employee Safety, for the Second Reading
H. BP 5113.1 Chronic Absence and Truancy, for the Second Reading
I. BP 5145.7, Sexual Harassment, for the Second Reading
J. BP 6161.1 Selection and Evaluation of Instructional Materials, for the Second Reading

It is recommended that the Board of Trustees approve Consent Agenda Items A through J, as submitted.

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR ACTION

A. GENERAL

Action Items

1. Board Policy 1312.3 Uniform Complaint Procedures

It is recommended that the Board of Trustees approve the revisions to Board Policy 1312.3 Uniform Complaint Procedures for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

2. Board Bylaw 9012 Board Member Electronic Communication

It is recommended that the Board of Trustees approve the revisions to Board Bylaw 9012 Board Member Electronic Communication for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

3. Board Bylaw 9320 Meetings and Notices

It is recommended that the Board of Trustees approve the revisions to Board Bylaw 9320 Meetings and Notices for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. Proposed Change of Special Scheduled Board Meeting

It is recommended that the Board of Trustees approve the Change of Special Schedule Board Meeting on June 16, 2021 to Wednesday, June 23, 2021.

Moved _____ Second _____ Vote _____

5. Request for Proposal (RFP) for Core Server Room Equipment

It is recommended that the Board of Trustees approve the Request for Proposal (RFP) from TERAWOLF, as submitted.

Moved _____ Second _____ Vote _____

B. BUSINESS SERVICES

1. Resolution #13 A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF ORCUTT UNION SCHOOL DISTRICT 2021 GENERAL OBILGATION BOND ANTICIPATION NOTES, AND ACTIONS RELATED THERETO

It is recommended that the Board of Trustees approves Resolution #13 – A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF ORCUTT UNION SCHOOL DISTRICT 2021 GENERAL OBLIGATION BOND ANTICIPATION NOTES, AND ACTIONS RELATED THERETO.

Moved _____ Second _____ Vote _____

2. Award of Bid for the Orcutt JHS Administration Building Measure G Bond Project

It is recommended that the Board of Trustees award the bid contruction to RDZ Contractors for $2,429,949, as they were the lowest, responsive, and responsible bidder.

Moved _____ Second _____ Vote _____

3. Orcutt JHS Administration Building Measure G Bond Project Budget

It is recommended that the Board of Trustees approve the Estimated Budget for the Orcutt JHS Administration Building Measure G Bond Project, as submitted.

Moved _____ Second _____ Vote _____

4. Approval of Professional Services Agreement with Soils Engineering, Inc. for Orcutt JHS Administration Building Project

It is recommended that the Board of Trustees approve the Professional Services Agreement with Soils Engineering, Inc. in the amount of $26,895.00 for the Orcutt JHS Administration Builiding Project.

Moved _____ Second _____ Vote _____

C. EDUCATIONAL SERVICES

1. Board Policy 5113.2 Work Permits

   It is recommended that the Board of Trustees approve the revisions to Board Policy 5113.2 Work Permits for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

2. Board Policy 5126 Awards of Achievement

   It is recommended that the Board of Trustees approve the revisions to Board Policy 5126 Awards for Achievement for the first reading and that it be placed on the next Consent Agenda for the second reading

   Moved _____ Second _____ Vote _____

3. Board Policy 5141.31 Immunizations

   It is recommended that the Board of Trustees approve the revisions to Board Policy 5141.31 Immunizations for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

4. Board Policy 5148.3 Preschool/Early Childhood Education

   It is recommended that the Board of Trustees approve the revisions to Board Policy 5148.3 Preschool/Early Childhood Education for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

5. Board Policy 6146.1 High School Graduation Requirements

   It is recommended that the Board of Trustees approve the revisions to Board Policy 6146.1 High School Graduation Requirements for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

6. Board Policy 6170.1 Transitional Kindergarten

   It is recommended that the Board of Trustees approve the revisions to Board Policy 6170.1 Transitional Kindergarten for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

7. Safe School Plans for All School Sites

   It is recommended that the Board of Trustees approve the Safe School Plans for Alice Shaw, Joe Nightingale, Patterson Rd., Pine Grove, Ralph Dunlap, Lakeview JHS, Orcutt JHS, Orcutt Academy K-8, Olga Reed, Orcutt Academy Independent Study and Orcutt Academy High School, as submitted.

   Moved _____ Second _____ Vote _____

D. HUMAN RESOURCES

1. Board Policy 4040 Employee Use of Technology

   It is recommended that the Board of Trustees approve the revisions to Board Policy 4040, Employee Use of Technology, for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

2. Board Policy 4119.25, 4219.25, 4319.25 – Political Activities of Employees

   It is recommended that the Board of Trustees approve the revisions to Board Policy 4119.25, 4219.25, 4319.25, Political Activities of Employees, for the first reading and that it be placed on the next Consent Agenda for the second reading.

   Moved _____ Second _____ Vote _____

3. Board Policy 4140, 4240, 4340 – Bargaining Units

It is recommended that the Board of Trustees approve the revisions to Board Policy 4140, 4240, 4340 Bargaining Units, for the first reading and that it be placed on the next Consent Agenda for the second reading.

Moved _____ Second _____ Vote _____

4. 2021-2022 School Calendar

It is recommended that the Board of Trustees approve the 2021-2022 School Calendar, as submitted.

Moved _____ Second _____ Vote _____

GENERAL ANNOUNCEMENTS

A. Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, March 10, 2021, beginning with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA. There will be a Special Curriculum Board Meeting on February 24, beginning with Public Session starting at 6:00 p.m., in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN TO CLOSED SESSION (If Needed)

A. Public Report on Action Taken in Closed Session

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.

All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.

Orcutt Union School District

Classified Personnel Action Report
Feb. 10, 2021

TO: Holly Edds, Ed.D.

FROM: Susan Salucci, Assistant Superintendent/Human Resources

RE: Recommendations for Board Approval

Name	Site/Dept.	Classification	Step/ Range	Hours	Rate of Pay	Effective	Action/Information
Badenell, Lisa	Transportation	Bus Attendant	11/6	4.0	$19.25 per hr.	6/1/2021	Request Early Retirement Program
Hernandez, Carly	Nightingale	Office Manager	21/3	8.0	$21.28 per hr.	1/18/2021	Promotion
Emp. #1987	Patterson	Instructional Assistant, 1	12/1	3.5	$15.46 per hr.	2/2/2021	Release from Probationary Employment
Kercado, CarolAnne	Pupil Services	Pupil Services Analyst	30/5	8.0	$29.30 per hr.	10/22/2020	Reclassification
Llamas, Erika	Transportation	Bus Driver	18/3	4.62	$19.76 per hr.	1/12/2021	Resignation
Lopez, Lisa	Nightingale	Office Assistant	15/4	7.0	$19.27 per hr.	2/1/2021	Promotion (same range, increase in hours)
McCoy, Tiffany	Lakeview	Noon Duty Supervisor	6/2	.83	$13.99 per hr.	2/11/2021 – 6/4/2021	Request extension of unpaid leave of absence
Pedersen, Erik	Alice Shaw	Custodian, Head	18/6	8.0	$125.00 per mo.	4/1/2021	Longevity – 10 years
Razo, Dolores	Alice Shaw	Instructional Assistant, 1	12/6	3.75	$19.73 per hr.	1/19/2021	Resignation
Steels, Barbera	Pupil Services	Office Assistant	15/3	6.0	$18.35 per hr.	1/27/2021	New position – increase in hours (was previously range 16)

Orcutt Union School District

Certificated Personnel Action Report
February 10, 2021

TO: Dr. Holly Edds, Superintendent

FROM: Susan Salucci, Assistant Superintendent / Human Resources

RE: Recommendations for Board Approval and Ratification

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Barragan, DeAnna	Joe Nightingale	Hourly	$25	2020-21	Support Teacher, 14 hrs wk
Bertoldi, Janet	District	1-B	$140,834	6/30/21	Request Participate in Early Retirement Program
Butler, Brooke	Lakeview JHS	Hourly	$25	2020-21	Support Teacher, 22.5 hrs wk
Cave, Kelsey	Patterson Road	III-6	$58,444	2021-22	Request Unpaid Leave of Absence
Dickson, Emily	Alice Shaw	VI-5	$64,979	6/8/21	Resignation
Felix, Danielle	Patterson Road	V-12	$81,921*	2021-22	Job Share, 50%
Fields, Rachel	Pine Grove	Hourly	$25	2020-21	Support Teacher, 14 hrs wk
Garrigues, Dorothy	Ralph Dunlap	IV-20	$79,767*	2021-22	Request to Participate in Reduced Workload, 50%, Year 1
Goroski, Brenda	Lakeview JHS	V-19	$93,391*	2021-22	Request Unpaid Leave of Absence
Guerrero, Angeli	Ralph Dunlap	V-4	$60,017	6/7/21	Resignation
Harlow, Kayla	Ralph Dunlap	VI-8	$71,756	2021-22	Request Unpaid Leave of Absence
Hotchkiss, Molly	District	V-20	$95,494*	2020-21	Temporary, 16% contract
John, JoLynn	District	Hourly	$30	11/30/20-12/18/21	Home & Hospital, 25 hrs
Jorgensen, Patricia	Alice Shaw	Hourly	$25	2020-21	Support Teacher, 14 hrs wk
Joseph, Joy	District	Extra Duty	$40/hr	11/30-12/17/20	Home & Hospital, 14 hrs
Karamitsos, Beth	Patterson Road	V-20	$95,494*	2021-22	Job Share, 50%
Kozel, Aaron	Ralph Dunlap	Extra Duty	$40/hr	1/13/21	Board Meeting Support, 3.5 hrs
Lee, Tanya	Olga Reed	Extra Duty	$40/hr	12/1-12/3/20	Health Training 12 hrs
Mahoney, Gloria	Patterson Road	V-20	$95,494*	2021-22	Job Share, 50%
Mier, Karen	Patterson Road	V-21	$100,043*	2021-22	Job Share, 50%

*To be prorated

NAME	SCHOOL	CLASS/ STEP	SALARY	EFFECTIVE DATE	ACTION INFORMATION
Pollock, Christin	Ralph Dunlap	V-12	$78,203*	2021-22	Job Share, 50%
Reed, Shannon	Patterson Road	Hourly	$25	2020-21	Support Teacher, 14 hrs wk
Rianda, Terry	District	Hourly	$50	12/1-12/15/20 12/2-12/16/20	Intern Mentor/Support, 3 hrs Induction Mentor, 9 hrs
Ross, Ellery	Ralph Dunlap	III-7	$60,407	2021-22	Request Unpaid Leave of Absence
Salinas, Ernest	Orcutt JHS	Extra Duty	$40/hr	11/30-12/3/20	Health Training, 6.75 hrs
Segura, Monique	Alice Shaw	VI-20	$100,043	2021-22	OEA Release Time, 50% Job Share
Severance, Jenee	District	VI	$127,519	6/30/2021	Retirement
Smith, April	Ralph Dunlap	Hourly	$25	2020-21	Support Teacher, 14 hrs wk
Sussex, Joy	Patterson Road	V-6	$64,118*	2021-22	Return from Leave Job Share, 50%
Thompson, Daniel	District	V-4	$62,863* $2,500*	3/1/21	Probationary Signing Bonus, Paid Over 2 Years, Pro-rated
Tonello, David	Olga Reed	Hourly	$25	2020-21	Support Teacher, 16 hrs wk
Wagonseller, Jeff	Joe Nightingale	Daily Hourly	$300 $50	11/30-12/11/20 11/30-12/15/20	Admin Sub, 9.5 days CASC Mentor, 7 hrs

*To be prorated

Warrants

These materials are not included in this copy of the agenda. The warrants are available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday from 7:30 am- 4:30 pm.

This procedure is in compliance with the Public Document Law, Government Code Section Number 6257.

ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING MINUTES
January 13, 2021

CALL TO ORDER

A regular meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, January 13, 2021, in the District Board Room, beginning with Melanie Waffle calling Public Session to order at 6:00 p.m. The Pledge of Allegiance was led by Liz Phillips. Members Present: Waffle, Steller, Henderson, Morinini and Phillips. Administrators Present: Edds, Salucci, and Taylor. The Board Meeting was closed to the Public due to the Covid 19 Pandemic. The Board Meeting was teleconferenced via "Go to Meeting", streamed via "You Tube" and audio recorded.

CLOSED SESSION PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

It was moved by Mark Steller seconded by Shaun Henderson and carried to adjourn to Closed Session at 6:01 p.m. Ayes: Waffle, Steller, Henderson, Morinini and Phillips.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:30 p.m. Melanie Waffle reported that no action was taken in closed session. It was noted that the Board will reconvene to closed session at the end of the regular board meeting.

RECONVENE TO PUBLIC SESSION

It was moved by Shaun Henderson seconded by Lisa Morinini to adopt the January 13, 2021 agenda.

SUPERINTENDENT'S REPORT

OAHS ASB did not provide an update due to Winter Recess. Leslie Wagonseller provided a recorded video on Technology updates. Dr. Holly Edds gave a "School Reopening" update.

PUBLIC COMMENT

Monique Segura, President of the Orcutt Educators Association (OEA) gave a OEA update and then commented on BB 9250 that was going to be voted on under the Consent Agenda block items.

ITEMS FROM THE BOARD

The board wished everyone a Happy New Year. Liz Phillips thanked staff, parents during this time. Shaun Henderson thanked Nick Taylor and his department for the painting projects completed at Alice Shaw and Lakeview during the Winter Recess.

CONSENT AGENDA ITEMS

A. Classified Personnel Action Report
B. Certificated Personnel Action Report
C. Approval of Warrants
D. Minutes, Regular Board Meeting Minutes, December 9, 2020
E. Minutes, Special Annual Organizational Board Meeting Minutes, December 16, 2020
F. Innovation Center, change order #4 for $529.00
G. BP 3280, Sale, Lease, Rental of District-Owned Property, for the Second Reading
H. BP 3530, Risk Management Insurance, for the Second Reading
I. BB 9250 Remuneration, Reimbursement and Other Benefits, for the second reading

It was moved by Liz Phillips to take item letter I, BB 9250 Remuneration, Reimbursement and Other Benefits off of the block items. It was moved by Mark Steller, seconded by Lisa Morinini and carried to approve consent agenda items A – I, as submitted. Ayes: Waffle, Steller, Henderson, Morinini and Phillips. It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve Item I BB 9250 Remuneration, Reimbursement and Other Benefits. Ayes: Steller, Henderson and Morinini. Nays: Waffle and Phillips.

ACTION AGENDA ITEMS

2019-2020 Audit Report for Orcutt Union School District

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the 2019-2020 Audit Report for OUSD, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

2019-2020 Audit Report for Measure G Bond

It was moved by Liz Phillips, seconded by Shaun Henderson, and carried to approve the 2019-2020 Audit Report for Measure G Bond, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Youth League Facility Use Agreements, Orcutt National Little League, Orcutt American Little League and Orcutt Youth Softball Association

It was moved by Liz Phillips, seconded by Mark Steller, and carried to approve the Youth League Facility Use Agreement for Orcutt National Little League, Orcutt American Little League, and Orcutt Youth Softball Association, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

Board Policy 5113.1, Chronic Absence and Truancy

It was moved by Liz Phillips, seconded by Shaun Henderson, and carried to approve the revisions made to Board Policy 5113.1, Chronic Absence and Truancy, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 5145.7, Sexual Harassment

It was moved by Shaun Henderson, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 5145.7, Sexual Harassment, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 6161.1, Selection and Evaluation of Instructional Materials

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 6161.1 Selection and Evaluation of Instructional Materials, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 4119.11, 4219.11, 4319.11, Sexual Harassment

It was moved by Liz Phillips, seconded by Lisa Morinini, and carried to approve the revisions made to Board Policy 4119.11, 4219.11, 4319.11, Sexual Harassment, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Board Policy 4157, 4257, 4357, Employee Safety

It was moved by Lisa Morinini, seconded by Mark Steller, and carried to approve the revisions made to Board Policy 4157, 4257, 4357, Employee Safety, for the first reading, and that it be placed on the next Consent Agenda for the second reading. Waffle, Steller, Henderson, Morinini and Phillips.

Increase to District Nurse Salary Schedule

It was moved by Shaun Henderson, seconded by Mark Steller and carried to approve the Increase to District Nurse Salary Schedule, as submitted. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, February 10, 2021, with Closed Session starting at 6:00 p.m., Public Session at 6:30 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN TO CLOSED SESSION

It was moved by Liz Phillips, seconded by Lisa Morinini and carried to adjourn to closed session at 7:49 PM.

RECONVENE TO PUBLIC SESSION

It was moved by Shaun Henderson seconded by Mark Steller to reconvene to Public Session at 8:45 PM. Melanie Waffle stated there was no action taken in closed session. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

ADJOURN MEETING

It was moved by Shaun Henderson, seconded by Mark Steller and carried to adjourn the meeting at 8:46 PM. Ayes: Waffle, Steller, Henderson, Morinini, and Phillips.

_____

Holly Edds, Ed.D. Board Secretary

_____

Mark Steller, Clerk, Board of Trustees

BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: Notice of Completions (NOC) for the projects listed below:

Site/Project	Company
Lakeview JHS Painting Project	PolyChrome Construction
Alice Shaw Elementary Painting Project	PolyChrome Construction

RECOMMENDATION: Staff recommends that the Board of Trustees approve Lakeview JHS and Alice Shaw Elementary painting projects as complete.

FUNDING: N/A

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

SPOCE ABOVm:s LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Lakeview JHS Paint Project on the said property described below was completed on January 20, 2021. The work done was: painting the school site listed on #7.
5. The name of the painting contractor, if any, for such work of was PolyChrome Construction. contract date, December 1, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Alice Shaw Elementary APN #107-040002, 3700 Orcutt Rd., Santa Maria, CA 93455

1/27/21
Date

Owner – Orcutt Union School District

Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Wednesday, January 27, 2021

1/27/21

Owner – Orcutt Union School District

Signed by
Dr. Holly Edds, Superintendent

Recording requested by
And when recorded mail to:

Orcutt Union School District
Holly Edds
500 Dyer St.
Orcutt, CA 93455

SPACE ABOVE THIS LINE FOR RECORDER'S USE

NOTICE OF COMPLETION

Notice pursuant to Civil Code Section 3093, must be filed within 10 days after completion.

Notice is hereby given:

1. The undersigned is owner or corporate office of the owner of the interest or estate stated below in the property hereinafter described: In fee
2. The full name of the owner is Orcutt Union School District
3. The full address of the owner is 500 Dyer St., Santa Maria, CA 93455
4. The work Alice Shaw Paint Project on the said property described below was completed on January 20, 2021. The work done was: painting the school site listed on #7.
5. The name of the painting contractor, if any, for such work of was PolyChrome Construction. contract date, December 1, 2020.
6. The property on which said work of improvement was completed is in the Town of Orcutt, County of Santa Barbara, State of California, and described as follows:
7. The street address of said properties are Alice Shaw Elementary APN #107-101006, 759 Dahlia Place, Santa Maria, CA 93455

1/27/21
Date

Owner – Orcutt Union School District

Signed by Dr. Holly Edds, Superintendent

VERIFICATION

I, the undersigned, say: I am the Superintendent, the declarant of the foregoing notice of completion; I have read said notice of completion and know the contents thereof; the same is true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed on Wednesday, January 27, 2021

1/27/21

Owner – Orcutt Union School District

Signed by
Dr. Holly Edds, Superintendent

BP 4119.11 (a)
BP 4219.11 (a)
BP 4319.11 (a)

Personnel

SEXUAL HARASSMENT

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing

a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation s addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 – Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under ~~for complaints meeting~~ the Title IX procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030. ~~definition of sexual harassment or AR 4030 - Nondiscrimination in Employment for complaints meeting the state definition, as applicable,~~ and

(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act, especially:
12940 Prohibited discrimination
12950 Sexual harassments; distribution of information
12950.1 Sexual harassment training
LABOR CODE
1101 Political activities of employees
1102.1 Discrimination: sexual orientation
CODE OF REGULATIONS, TITLE 2
11009 Employment discrimination
11021 Retaliation
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education

Personnel

SEXUAL HARASSMENT

11034 Terms, conditions, and privileges of employment
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 42
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities
106.51-106.82 Nondiscrimination on the basis of sex in employment in education programs or activities
COURT DECISIONS
Department of Health Services V. Superior Court of California, (2003) 31 Cal.4th 1026
Faragher v. City of Boca Raton, (1998) 118 Sc.D. 2275
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57
Management Resources:
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Promising Practices for Preventing Harassment, November 2017
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
Equal Employment Opportunity Commission: http://www.eeoc.gov
U.S. Department of Education, Office of Civil Rights:
http://www.ed.gov/offices/about/offices/list/ocr/index/html

Policy Adopted: ~~11/04/20~~ 02/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BP 4157 (a)
BP 4257
BP 4357

Personnel

EMPLOYEE SAFETY

The Board of Trustees is committed to maximizing employee safety and believes that workplace safety is ~~every employee's~~ responsibility of every employee. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state and local laws and regulations.

(cf. 0450 - Comprehensive Safety Plan)

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practice through education, training and enforcement.

~~The Board expects~~ A~~a~~ll employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

~~(cf. 4117.4 - Dismissal)~~
(cf. 4118 – Suspension/Disciplinary Action)
(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall establish and implement a written injury and illness prevention program, and provide employees with access to such program, in accordance with law. (Labor Code 6401.7; CCR 3203)

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
~~(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)~~
(cf. 4157.2/4257.2/4357.2 - Ergonomics)
(cf. 4158/4258/4358 - Employee Security)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

~~The Board shall ensure that the Superintendent or designee provides eye protective devices as specified in law and administrative regulation.~~

BP 4157 (b)
BP 4257 (b)
BP 4357 (b)

Personnel

No employee shall be discharged or discriminated against for exercising any right ~~making complaints, instituting proceedings or testifying with~~ regarding ~~to~~ employee safety or health specified in ~~, or for participating in any occupational health and safety committee established pursuant to~~ Labor Code ~~6401.7. (~~Labor Code 6310~~),~~ including:

1. Making a report or complaint

2. Instituting proceedings or causing proceedings to be instituted

3. Testifying with regard to employee safety or health

4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7

5. Requesting access to injury or illness reports and records

6. Exercising any other right protected by the Occupational Safety and Health Act

Legal Reference:
EDUCATION CODE
~~32066 Safety: public and private institutions~~
32030-32034 – Eye safety
32225-32226 – Communication devices in classrooms
32280-32289 – School safety plans
44984 Required rules for industrial accidents and illness leave of absence
GOVERNMENT CODE
3543.2 Scope of bargaining
LABOR CODE
132a Workers' compensation; nondiscrimination
3300 Definitions
6305 Occupational safety and health standards; special order
6310 Retaliation for filing complaint prohibited
6400-6413.5 Responsibilities and duties of employers and employees, especially:
6401.7 Injury prevention programs
CODE OF REGULATIONS, TITLE 8
3203 Injury and illness prevention program
3204 Access to employee exposure and medical records
3400 Medical services and first aid
5095-5100 Control of noise exposure
5095-5100 Control of noise exposure
5193 Bloodborne pathogens
14000-14316 Occupational injury or illness reports and records

Personnel

CODE OF REGULATIONS, TITLE 17
2508 Reporting of communicable diseases
CODE OF FEDERAL REGULATIONS, TITLE 29
651-678 Occupational safety and health
1910.95 Noise standards
1910.1030 Bloodborne pathogens
Management Resources:
CAL/OSHA PUBLICATIONS
Guide to Developing Your Workplace Injury and Illness Prevention Program, revised ~~April 1998~~ August 2011
~~DHHS PUBLICATIONS~~
~~Preventing Occupational Hearing Loss - A Practical Guide, June 1996, Department of Health and Human Services (National Institute for Occupational Safety and Health)~~
WEB SITES
California Department of Industrial Relations, Occupational Safety and Health: http://www.dir.ca.gov/occupational_safety.html
~~OSHA: http://www.osha.gov~~
~~Cal/OSHA: http://www.dir.ca.gov/occupational_safety.html~~
Centers for Disease Control and Prevention: http://www.cdc.gov
National Hearing Conservation Association: http://www.hearingconservation.org
National Institute for Occupational Safety and Health: http://www.cdc.gov/niosh
U.S. Department of Labor, Occupational Safety and Health Administration: http://www.osha.gov

Policy Adopted: ~~05/11/2011~~02/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Students

CHRONIC ABSENCE AND TRUANCY

The Board of Trustees believes that absenteeism whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.

(cf. 5113 – Absences and Excuses)
(cf. 5113.11 - Attendance Supervision)

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students ~~classified as~~ who are chronic absentees and truants, as defined in law and administrative regulation and to identify patterns of absence throughout the district. ~~He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates districtwide, for each school, and disaggregated for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be used in the development of annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans.~~

~~(cf. 0400 - Comprehensive Plans)~~
~~(cf. 0420 - School Plans/Site Councils)~~
~~(cf. 0450 - Comprehensive Safety Plan)~~
~~(cf. 0460 - Local Control and Accountability Plan)~~
~~(cf. 0500 - Accountability)~~

The Superintendent or designee shall consult with students, parents/guardians, school staff, and other community agencies, as appropriate, to identify factors contributing to chronic absences and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, letters alerting parents/guardians to the value of regular school attendance, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

CHRONIC ABSENCE AND TRUANCY

~~The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5126 - Awards for Achievement)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students and families.

~~Interventions for students with serious attendance problems shall be designed to meet the specific needs of the student and may include, but are not limited to, health care referrals, transportation assistance, counseling for mental or emotional difficulties, academic supports, efforts to address school or community safety concerns, discussions with the student and parent/guardian about their attitudes regarding schooling, or other strategies to remove identified barriers to school attendance. The Superintendent or designee may collaborate with child welfare services, law enforcement; courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services are available for students and families~~

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5030 - Student Wellness)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5147 - Dropout Prevention)
(cf. 6158 - Independent Study)
(cf. 6164.2 - Guidance/Counseling Services)

CHRONIC ABSENCE AND TRUANCY

(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

(cf. 4131 - Staff Development)

Students who are identified as truant shall be subject to the interventions specified in law and administrative regulation.

(cf. 5113.12 - District School Attendance Review Board)

A student's truancy, tardiness, or other absence from school shall not be the ~~sole~~ basis for his/her out-of-school suspension or expulsion. Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district~~'s progress in improving student attendance~~ including rates of chronic absence and truancy districtwide and for each school, grade level, ~~all students~~ and ~~for each~~ numerically significant student subgroup as defined in Education Code 52052. ~~population.~~ Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school district plans. ~~make changes as needed~~. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination i~~dentification~~ of how to best allocate available community resources.

(cf. 0500 - Accountability)
(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

CHRONIC ABSENCE AND TRUANCY

~~School Attendance Review Board~~

~~In accordance with law and administrative regulation, habitual truants may be referred to a school attendance review board (SARB).~~

~~The Superintendent or designee shall appoint members of the a SARB Consortia, who may include, but are not limited to, a parent/guardian as well as representatives of the district, county probation department, county welfare department, county office of education, law enforcement agencies, community-based youth service centers, school guidance personnel, child welfare and attendance personnel, school or county health care personnel, and school, county, or community mental health personnel, the county district attorney's office, and the county public defender's office. (Education Code 48321)~~

~~The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.~~

Legal Reference:
EDUCATION CODE
1740 - 1742 Employment of personnel to supervise attendance (county superintendent)
37223 Weekend classes
~~41601 Reports of average daily attendance~~
46000 Records (attendance)
46010-46014 Absences
46110-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages 6-18 (compulsory full-time attendance)
48225.5 Work permits, entertainment and allied industries
48240-48246 Supervisors of attendance
48260-48273 Truants
48290-48296 Failure to comply; complaints against parents
48320-4832~~4~~5 School attendance review boards
48340-48341 Improvement of student attendance
48400-48403 Compulsory continuation education
48900 Suspension and expulsion
49067 Unexcused absences as cause of failing grade
52052 Academic Performance Index; numerically significant student subgroups
60901 Chronic absence
GOVERNMENT CODE
54950-54963 The Ralph M. Brown Act
PENAL CODE
270.1 Chronic truancy; parent/guardian misdemeanor

CHRONIC ABSENCE AND TRUANCY

272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy
830.1 Peace officers
VEHICLE CODE
13202.7 Driving privileges; minors; suspension or delay for habitual truancy
WELFARE AND INSTITUTIONS CODE
256-258 Juvenile hearing officer
601-601.4 Habitually truant minors
11253.5 Compulsory school attendance
CODE OF REGULATIONS, TITLE 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes
COURT DECISIONS
L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976
Management Resources:
~~CSBA PUBLICATIONS~~
~~Attendance Awareness Month, Fact Sheet, September 2014~~
ATTENDANCE WORKS PUBLICATIONS
District Attendance Tracking Tool
For School Board Members: Frequently Asked Questions About Chronic Absence
School Attendance Tracking Tool
Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015
The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014
~~Count Us in! Working Together to Show that Every School Day Matters, 2014~~
~~The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014WEB SITES~~
~~CSBA: http://www.csba.org~~
~~Attendance Works: http://www.attendanceworks.org~~
~~California Association of Supervisors of Child Welfare and Attendance: http://www.cascwa.org~~
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
School Attendance Review Board: A Road Map for Improved School Attendance and Behavior, rev. 2018
WEB SITES
CSBA: http://www.csba.org
Attendance Works: http://www.attendanceworks.org
California Association of Supervisors of Child Welfare and Attendance: http://www.cascwa.org
California Department of Education: http://www.cde.ca.gov
California Healthy Kids Survey: http://chks.wested.org
California School Climate, Health, and Learning Survey System: http://www.cal-schls.wested.org

Policy Adopted: ~~02/14/18~~ 02/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

SEXUAL HARASSMENT

The Board of Trustees is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 – Nondiscrimination/Harassment)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment ~~c~~Complaint ~~p~~Procedures or BP/AR 1312.3 – ~~u~~ Uniform ~~c~~ ~~C~~omplaint ~~p~~ Procedures, as applicable.~~,~~ Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3. ~~and shall offer supportive measures to the complainant.~~

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age- appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

SEXUAL HARASSMENT

3. Encouragement to report observed ~~instances~~ incidents of sexual harassment, even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law~~s~~, and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 – Employment Status Report
(cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

SEXUAL HARASSMENT

Record-Keeping

In accordance with the law. the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment 48904 Liability of parent/guardian for willful student misconduct
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
48985 Notices, report, statements and records in primary language
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
GOVERNMENT CODE
12950.1 Sexual harassment training CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy 1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 34
12991 Definition of dating violence, domestic violence, and stalking
UNITED STATES CODE, TITLE 42
1983 Civil action for deprivation of rights 2000d-
2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.82 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Management Resources:
CSBA PUBLICATIONS
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

SEXUAL HARASSMENT

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy Adopted: ~~11/04/2020~~ 02/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Board of Trustees desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, other educational materials shall be aligned with state and district content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 0440 - District Technology Plan)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6000 - Concepts and Roles)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6163.1 - Library Media Centers)

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, ~~otherwise~~ been determined to be aligned with the state academic content standards adopted by SBE. ~~pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8~~. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

~~Review Process~~

~~The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.~~

~~The review process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members. (Ed Code 60002)~~

~~In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

~~If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)~~

~~Individuals who participate in selecting and evaluating instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.~~

~~(cf. 9270 – Conflict of Interest)~~

~~The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.~~

~~All recommended instructional materials shall be available for public inspection at the district office.~~

~~(cf. 5020 – Parent Rights and Responsibilities)~~

~~The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials, support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.~~

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials. (Education Code 60119 5 CCR 9531)

The hearing shall take place on or before the end of the eighth week from the first day students attend school for that year.

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. The Superintendent or designee shall post, 10 days prior to the hearing and in three public places within the district, a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 – Agenda/Meeting Materials)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

At the~~se~~ hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English Learner, has sufficient textbooks and/or instructional materials that ~~in each of the following subjects which~~ are aligned to the ~~state~~ content standards adopted by SBE ~~pursuant to Education code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8~~ and ~~which are~~ consistent with the content and cycles of the state curriculum frameworks adopted by SBE and consistent with the content cycles of the curriculum framework adopted by SBE in each of ~~Sufficiency of~~ ~~instructional materials shall be determined in~~ the following subjects: (Education Code 60119)

1. Mathematics

(cf. 6142.92 – Mathematics Instruction)

2. Science

(cf. 6142.93 – Science Instruction)

3. History-social science

(cf. 6142.94 – History-Social Science Instruction)

4. English/language arts, including the English language development component of an adopted program

(cf. 6142.91 – English/Language Arts Instruction)
(cf. 6174 – Education for English Learners)

5. Foreign Language

6. Health

(cf. 6142.8 – Comprehensive Health Education)

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12.

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, ~~this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home.~~ However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks and/or instructional materials, the Board shall provide information to classroom teachers and to the public, setting forth for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable.

(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)

~~In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.~~

~~If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)~~

Legal Reference:
EDUCATION CODE
220 Prohibition against discrimination
1240 County superintendent, general duties
33050-33053 General waiver authority
33126 School accountability report card
35272 Education and athletic materials
~~42605 Tier 3 categorical flexibility~~
44805 Enforcement of course of studies; use of textbooks, rules and regulations

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

49415 Maximum textbook weight
51501 Nondiscriminatory Subject matter
52060-52077 Local control and accountability plan
60000-60005 Instructional materials, legislative intent
60010 Definitions
60040-60048 Instructional requirements and materials
60060-60062 Requirements for publishers and manufacturers
60070-60076 Prohibited acts (re instructional materials)
60110-60111 Instructional materials on drug education
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60510-60511 Donation for sale of obsolete instructional materials
60605 State content standards
60605.8 Common Core Standards
60605.86 Supplemental instructional materials aligned with Common Core Standards
CODE OF REGULATIONS, TITLE 5
9505-9532~~0~~0 Instructional materials
Management Resources:
~~CSBA PUBLICATIONS~~
~~Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance~~
~~Teams, Budget Advisory, March 2009~~
CDE PUBLICATIONS
Instructional Materials FAQ
01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015
Standards for Evaluating Instructional Materials for Social Content, 2013
WEB SITES
CSBA: http://www.csba.org
Association of American Publishers: http://www.publishers.org
California Academic Content Standards Commission, Common Core Standards: http://www.scoe.net/castandards
California Department of Education: http://www.cde.ca.gov

Policy Adopted: ~~01/10/2018~~02/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

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Assistant Superintendent
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Assistant Superintendent
NICK TAYLOR
Assistant Superintendent

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: BP 1312.3 Uniform Complaint Procedures

BACKGROUND: Policy updated to align with current CSBA recommendations.

RECOMMENDATION: Staff recommends the Board of Trustees approve the proposed revisions to BP 1312.3, Uniform Complaint Procedures, for first reading, and that it be placed on the next Consent Agenda for the second reading.

FUNDING: No funding implications

UNIFORM COMPLAINT PROCEDURES

The ~~Governing~~ Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve ~~the following~~ complaints regarding the following programs and activities:

Complaints Subject to UCP

1. Accommodations for pregnant and parenting students (Education Code 46015)

(cf. 5146 – Married/Pregnant/Parenting Students)

~~Any complaint alleging district violation of applicable state or federal law or regulations governing any program subject to the UCP which is offered by the district, including adult education programs, After School Education and Safety programs, agricultural career technical and technical education; federal career technical education; child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, the federal Every Student Succeeds Act, migrant education, Regional Occupational Centers and Programs, school safety plans, California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000~~

(cf. 5146 – Married/Pregnant/Parenting Students)

~~(cf. 3553 - Free and Reduced Price Meals)~~
~~(cf. 3555 - Nutrition Program Compliance)~~
~~(cf. 5148.3 – Preschool/Early Childhood Education Program)~~
~~(cf. 6174 - Education for English Language Learners)~~
~~(cf. 6178.2 - Regional Occupational Center/Program)~~

2. Adult education programs (Education Code 8500-8538,52334.7, 52500-52617)

(cf. 6200 – Adult Education)

~~Any complaint by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including, in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)~~

3. After School Education and Safety Programs (Education Code 8482-8484.65)
(cf. 5148.2 Before/After School Programs)

UNIFORM COMPLAINT PROCEDURES

~~Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)~~

4. Agricultural career technical education (Education Code 52460-52462) ~~Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student, the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school or previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements. (Education Code 46015)~~

(cf. 5148.2 – Before/After School Programs)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

(cf. 6178 - Career Technical Education)
(cf. 6178.1 – Work-Based Learning)

~~Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)~~

~~(cf. 3260 - Fees and Charges)~~
~~(cf. 3320 - Claims and Actions Against the District)~~

6. Child care and development programs (Education Code 8200-8498)

(cf. 5148 - Child Care and Development)

~~Any complaint, alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)~~

~~(cf. 0460 - Local Control and Accountability Plan)~~
~~(cf. 3100 - Budget)~~

7. Compensatory education (Education Code 54400)

(cf. 6171 - Title I Programs)

~~Any complaint, alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)~~

~~(cf. 6173.1 - Education for Foster Youth)~~

UNIFORM COMPLAINT PROCEDURES

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)

~~Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with the requirements applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)~~

9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)

(cf. 6152 - Class Assignment)

~~Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)~~

10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~
~~(cf. 5145.3 - Nondiscrimination/Harassment)~~
~~(cf. 5145.7 - Sexual Harassment)~~
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

~~Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)~~

UNIFORM COMPLAINT PROCEDURES

11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

~~Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)~~

12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.) ~~Any complaint alleging district noncompliance with the physical education instructional minutes' requirement for students in elementary school (Education Code 51210, 51222, 51223)~~

13. Local control and accountability plan (Education Code 52075) ~~Any complaint regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)~~

14. Migrant education (Education Code 54440-54445)

(cf. 6175 – Migrant Education Program)

~~Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.~~

15. Physical education instructional minutes (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

16. Student fees (Education Code 49010-49013)

(cf. 3260 - Fees and Charges)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

(cf. 6178.2 - Regional Occupational Center/Program)

UNIFORM COMPLAINT PROCEDURES

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

20. School safety plans (Education Code 32280-32289)

(cf. 0450 - Comprehensive Safety Plan)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

(cf. 0420 - School Plans/Site Councils)

22. State preschool programs (Education Code 8235-8239.1)

(cf. 5148.3 - Preschool/Early Childhood Education)

23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)

24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

~~Any other complaint as specified in a district policy~~

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 – Disclosure of Confidential/Privileged Information)

UNIFORM COMPLAINT PROCEDURES

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process: ~~referred to the specified agency:~~

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division, and the appropriate law enforcement agency. (5 CCR 4611)

(cf. 5141.4 – Child Abuse and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611) ~~and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.~~

3. ~~Any complaint alleging fraud shall be referred to the Legal, Audits, and Compliance Branch of the California Department of Education~~. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

UNIFORM COMPLAINT PROCEDURES

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 – Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedure
46015 Parental leave for students
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-4901~~3~~ 4 Student fees
49060-49079 Student records
49069. 5 ~~Records of~~ f Foster youth
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children
51210 Courses of study grades 1-6
51222 Physical educations, secondary schools
51223 Physical educations, elementary schools
51225.1- 51225.2 Foster youth, homeless children, former juvenile court school students, and military-connected students; migrant students, and newly arrived immigrant students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially
52075 Compliant for lack of compliance with local control and accountability plan requirements
52300-~~52490~~ 52462 Career-technical education
52500-52616.24 Adult schools
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
~~56000-56867 Special education programs~~
59000-59300 Special schools and centers
64000-64001 Consolidated application process
65000-65001 School site councils

UNIFORM COMPLAINT PROCEDURES

GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
HEALTH AND SAFETY CODE
1596.792 California Child Day Care Act; general provisions and definitions
1596.7925 California Child Day Care Act; health and safety regulations
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
~~3080 Applicability of uniform complaint procedures to complaints regarding students with disabilities~~
3200-3205 Special education compliance complaints
4600-4670 Uniform complaint procedures
4680-4687 Williams Uniform Complaint Procedures
4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
6801-7014 Title III language instruction for limited English proficient and immigrant students
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
11431-11435 McKinney-Vento Homeless Assistance Act
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Uniform Complaint Procedure 2020-21 Program Instrument
Sample UCP Board Policies and Procedures

UNIFORM COMPLAINT PROCEDURES

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter, September 22, 2017
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
Dear Colleague Letter: Harassment and Bullying, October 2010
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
Student Privacy Policy Office: http://www2.ed.gov/about/offices/list/opepd/sppo
~~Family Policy Compliance Office: http://familypolicy.ed.gov~~
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/offices/OCR
U.S. Department of Justice: http://www.justice.gov

Policy Adopted: ~~09/09/20~~ 03/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

ORCUTT Union School District

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BOARD OF TRUSTEES
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NICK TAYLOR
Assistant Superintendent

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: BB 9012 Board Member Electronic Communication

BACKGROUND: Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects NEW LAW (AB 992, 2020) which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

RECOMMENDATION: Staff recommends the Board of Trustees approve the proposed revisions to BB 9012, Board Member Electronic Communication, for first reading, and that it be placed on the next Consent Agenda for the second reading.

FUNDING: No funding implications

BOARD MEMBER ELECTRONIC COMMUNICATIONS

The Board of Trustees recognizes that electronic communication ~~among Board members and between Board members, district administration, and members of the public~~ is an efficient and convenient way to communicate and expedite the exchange of information within the district and with members of the public. ~~and to help keep the community informed about the goals, programs, and achievements of the district and its schools.~~ Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting~~.~~, circumvent the public's right to access records regarding district business, or restrict access to a public forum.

(cf. 1100 - Communication with the Public)
~~(cf. 6020 - Parent Involvement)~~
(cf. 9000 - Role of the Board)
(cf. 9322 - Agenda/Meeting Materials)

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

(cf. 9320 - Meetings and Notices)

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members may engage in separate conversations or communications with members of the public or on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emoji's) to express reactions to communications made by other Board members. (Government Code 54952.2) ~~shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the press shall be forwarded to the designated district spokesperson.~~

Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that the response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

(cf. 1112 - Media Relations)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 9005 - Governance Standards)
(cf. 9121 - Board President
(cf. 9200 - Limits of Board Member Authority)
~~(cf. 9270 - Conflict of Interest)~~

~~In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.~~
~~(cf. 4112.6/4212.6/4312.6 - Personnel Files)~~
~~(cf. 5125 - Student Records)~~
~~(cf. 9011 - Disclosure of Confidential/Privileged Information)~~
~~(cf. 9321 - Closed Session Purposes and Agendas)~~
~~Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.~~

~~Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.~~

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, the Board member shall copy the communication to a district electronic storage device for easy retrieval.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Legal Reference:
EDUCATION CODE
35140 Time and place of meetings
35145 Public meetings
35145.5 Agenda; public participation; regulations
35147 Open meeting law exceptions and applications
GOVERNMENT CODE
6250-6270 California Public Records Act
11135 State programs and activities, discrimination
54950-54963 The Ralph M. Brown Act, especially:
54952.2 Meeting, defined
54953 Meetings to be open and public; attendance
54954.2 Agenda posting requirements, board actions
COURT DECISIONS
Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)
Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)
City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Management Resources:
CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. 20~~06~~19
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Legislative Bodies, 2003
~~**LEAGUE OF CALIFORNIA CITIES PUBLICATIONS**~~
~~Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007~~
WEB SITES
CSBA: http://www.csba.org
CSBA, ~~Agenda Online:~~ GAMUT Meetings
http://www.csba.org/ProductsAndServices/AllServices/GamutMeetings Policy ~~GovernanceTechnology/AgendaOnline.aspx~~
~~Institute for Local Government: http://www.cacities.org/index.jsp?zone=ilsg~~

Bylaw Adopted: ~~3/13/2013~~ 03/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

BOARD OF TRUSTEES
SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

HOLLY EDDS, Ed.D.
District Superintendent
JANET BERTOLDI
Interim
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
NICK TAYLOR
Assistant Superintendent

TO: Board of Trustees

FROM: Holly Edds, Ed.D.
Superintendent

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: BB 9320 Meetings and Notices

BACKGROUND: Bylaw updated to clarify that meeting locations include teleconference locations and reflect NEW LAW (AB 992, 2020) which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as a long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location

RECOMMENDATION: Staff recommends the Board of Trustees approve the proposed revisions to BB 9320, Meetings and Notices, for first reading, and that it be placed on the next Consent Agenda for the second reading.

FUNDING: No funding implications

MEETING AND NOTICES

Meetings of the Board of Trustees are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)
(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, including social media and other electronic communications, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board.

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure participation ~~in the meeting by~~ ~~disabled~~ of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1; 54954.2)

Regular Meetings

The Board shall hold one regular meeting(s) each month. Regular meetings shall be held at 7:00 p.m. on Wednesday at the District Office Board Room, 500 Dyer Street, Orcutt, CA. unless otherwise noticed.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

~~Meeting notices and agendas shall specify that any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee.~~ (Government Code 54954.2)

~~Each agenda shall also list the address(es) designated by the Superintendent or designee for public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting.~~ (Government Code 54957.5)
~~(cf. 9322 - Agenda/Meeting Materials)~~

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent assistant superintendent, or other management employee as described in Government Code 3511.11 (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

~~A majority vote by~~ t The Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)
(cf. 2111 - Superintendent Governance Standards)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members

2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern

3. An open and noticed meeting of another body of the district

4. An open and noticed meeting of a legislative body of another local agency

5. A purely social or ceremonial occasion

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to disabled persons or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party

2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property

3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law

4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction

6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs

8. Attend conferences on nonadversarial collective bargaining techniques

9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:
EDUCATION CODE
35140 Time and place of meetings
35143 Annual organizational meeting, date, and notice
35144 Special meeting
35145 Public meetings
35145.5 Agenda; public participation; regulations
35146 Closed sessions
35147 Open meeting law exceptions and applications
GOVERNMENT CODE
11135 State programs and activities, discrimination
54950-54963 The Ralph M. Brown Act, especially:
54953 Meetings to be open and public; attendance
54954 Time and place of regular meetings
54954.2 Agenda posting requirements, board actions
54956 Special meetings; call; notice
54956.5 Emergency meetings
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services
COURT DECISIONS
Wolfe v. City of Fremont, (2006) 144 Cal.App. 544
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 218 (2005)
84 Ops.Cal.Atty.Gen. 181 (2001)
84 Ops.Cal.Atty.Gen. 30 (2001)
79 Ops.Cal.Atty.Gen. 69 (1996)
78 Ops.Cal.Atty.Gen. 327 (1995)
Management Resources:
CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, rev. 20~~06~~19

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS
The ABCs of Open Government Laws
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010
~~ATTORNEY GENERAL PUBLICATIONS~~
~~The Brown Act: Open Meetings for Legislative Bodies, 2003~~
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007
WEB SITES
CSBA: http://www.csba.org
CSBA, ~~Agenda Online~~ GAMUT Meetings:
http://www.csba.org/ProductsAndServices/AllServices/Gamut Meeting Policy
~~GovernanceTechnology/AgendaOnline.aspx~~
California Attorney General's Office: http://oag.ca.gov/home ~~http://www.caag.state.ca.us~~
Institute for Local Government: http://www.ca-ilg.org
League of California Cities: http://www.cacities.org/~~index.jsp?zone=ilsg~~

Bylaw Adopted: ~~11/8/06~~ 03/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

BOARD OF TRUSTEES
SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

HOLLY EDDS, Ed.D.
District Superintendent
JANET BERTOLDI
Interim
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
NICK TAYLOR, Ed.D.
Assistant Superintendent

ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

TO:	Board of Trustees
FROM:	Holly Edds, Ed.D.
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Proposed Change of Special Scheduled Board Meeting on June 16, 2021
BACKGROUND:	Due to the calendar conflict with the Superintendent's schedule, the June 16, 2021 board meeting will need to be rescheduled to Wednesday, June 23, 2021.
RECOMMENDATION:	It is recommended that the Board of Trustees approve the Change of Special Scheduled Board Meeting on June 16, 2021, to June 23, 2021.
FUNDING:	N/A

BOARD OF TRUSTEES
SHAUN HENDERSON
LISA MORININI
LIZ PHILLIPS
MARK STELLER
MELANIE WAFFLE

HOLLY EDDS, Ed.D.
District Superintendent
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Interim
Assistant Superintendent
SUSAN SALUCCI
Assistant Superintendent
NICK TAYLOR, Ed.D.
Assistant Superintendent

ORCUTT Union School District

Where a Dedicated Staff Means Kids Come First

TO: Board of Trustees
Dr. Holly Edds, Superintendent

FROM: Leslie Wagonseller
Executive Director Technology and Education Services

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: Request for Proposal (RFP) Core Server Room Equipment

BACKGROUND: Districts are required to complete a Request for Proposal for equipment as part of the application process. The Technology department requested proposals on Tuesday, January 26, 2021, and received three proposals. The scope of items requested were as follows:

1. Extreme Networks Core Switches
2. Fortigate Firewall – 3 Year Subscription/Support Option
3. HP Servers
4. Extreme Networks Core Switch Configuration and Install Services
5. Firewall Configuration and Install Services

Technology would like to go with Terawolf, Technologies, Inc., for a total amount of $227,927.94. Their proposal was the best based price on equipment and overall competence in this type of work. TeraWolf Technologies, Inc. was founded in 2017. They have a client base from small 5 user offices to Fortune 100 company networks spanning the globe. This complete package of equipment falls in line with the District's Strategic Plan and also the Measure G Bond.

RECOMMENDATION: Staff recommends that the Board of Trustees approve the proposal from Terawolf, Technologies, Inc., as submitted.

FUNDING: Building Fund (21) Measure G Bond Fund

TERAWOLF
TECHNOLOGIES, INC.

Orcutt Union School District

Request for Proposals BID #20218675309

Purchase of Core Server Room Equipment

Prepared By:
Gaylord Van Brocklin
gvb@terawolf.com
619.871.6975

Version: 2021020101

Company

TeraWolf Technologies, Inc. was founded in 2017 to provide honesty, efficiency, and the most competent technical resources available. In addition to services and support, TeraWolf provides equipment, software, and licensing sales from the leading vendors in the IT industry with a focus on providing the best possible solutions from a vendor agnostic technical perspective without the traditional industry emphasis on making sales and turning profits.

TeraWolf's client base ranges from small 5 user offices, to Fortune 100 company networks spanning the globe. We strive to build long term relationships built on trust and the successful completion of projects regardless of the size or industry. Our focus is on customer satisfaction in any industry, and we have built sustaining relationships with customers in the private sector, health care, federal, local/state government, and education.

TeraWolf has successfully brought FortiGate firewalls into multiple schools districts including Escondido Union School District and Kern Community College District. TeraWolf also has Palo Alto Networks customers in the education space with Lompoc Unified School District. In addition we support all of the above clients in the network switch/route space with Juniper, Cisco, and Extreme networks. All of these districts are current clients with open projects and references are available if needed.

Timing

TeraWolf can support the start of this project immediately upon request for speedy completion. In addition, equipment has all been verified as available for immediate shipment.

Quote Summary

1. Extreme Networks Core Switches
2. FortiGate Firewall – 1 Year Subscription/Support Option
3. FortiGate Firewall – 3 Year Subscription/Support Option
4. Palo Alto Networks Firewall 3260 Option – 1 Year
5. Palo Alto Networks Firewall 5220 Option – 1 Year
6. HP Servers
7. Extreme Networks Core Switch Configuration and Install Services
8. Firewall Configuration and Install Services

TERAWOLF TECHNOLOGIES, INC

OUSD | DO Extreme Core Upgrade

1-Feb-21
20210119v1.0

To:
Orcutt Union School District
Leslie A. Wagonseller
Phone: (805)938-8944
Email: LWagonseller@orcutt-schools.net
Billing Address:
500 Dyer Street
Orcutt, CA 93455

From:
Gaylord Van Brocklin
TeraWolf Technologies, Inc.
Phone: (619) 871-6975
Email: gvb@terawolf.com
Address:
1672 Main St. #110
Ramona, CA 92065

Terms: Net 30

QTY	PART NUMBER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
X690 Core				
2	17350	X690 base unit with 48 1Gb/10Gb SFP+ ports, 2 10Gb/40Gb QSFP+ ports, 4 10Gb/25Gb/40Gb/50Gb/100Gb capable QSFP28 ports, 2 unpopulated power supplies slots, 6 unpopulated fan module slots, ExtremeXOS Advanced Edge License	$11,183.65	$22,367.30
2	97004-17350	EW NBD AHR 17350	$1,523.52	$3,047.04
12	17115	X870 Fan Module, Front-to-Back airflow	$143.35	$1,720.20
4	10960	770W AC power supply, Front-to-Back airflow	$341.22	$1,364.88
4	10061	Pwr Cord,10A,NEMA 5-15P,IEC320-C13	$8.46	$33.84
2	MGBIC-02	1 Gb, 1000BASE-T, IEEE 802.3 Cat5, Copper Twisted Pair, 100 m, RJ 45 SFP	$148.52	$297.04
2	10411	100Gb, QSFP28-QSFP28 Direct attach passive copper cable, 1m	$170.14	$340.28
X645 Core				
3	X465-48P-B1	ExtremeSwitching X465-48P Bundle includes X465-48P and one 1100W AC PSU FB (10941)	$5,943.15	$17,829.45
3	97004-H35320	EW NBD AHR H35320	$453.56	$1,360.68
3	10941	1100 Watt AC PoE Power Supply module with Front-to-Back airflow	$606.30	$1,818.90
6	10099	Power Cord, 15A, USA, NEMA 5-15, IEC320-C15	$13.63	$81.78
2	VIM5-4X	Versatile Interface Module 5 with four 10GbE (SFP+) ports supported on ExtremeSwitching X465 and VSP4900	$646.25	$1,292.50
2	97004-VIM5-4X	EW NBD AHR VIM5-4X	$57.96	$115.92
3	10312	40 Gigabit Ethernet QSFP+ passive copper cable assembly, 1m length.	$186.59	$559.77
4	10304	10 Gigabit Ethernet SFP+ passive cable assembly, 1m length.	$69.56	$278.24
Netsight				
1	NMS-K-12	NETSIGHT FOR K-12	$2,347.65	$2,347.65
1	97003-S20293	EW SOFTWARE SUPPORT 20293	$1,083.95	$1,083.95
			SubTotal:	**$55,939.42**
			Est Tax:	**$3,718.77**
			Est Shipping:	**$0.00**
			Total Cost:	**$59,658.19**

This document and all information pertaining to this transaction are considered confidential.
This confidential information is solely intended for the person and company named above.

Abbreviated Terms and Conditions:
* This quote is valid for 30 days
* Invoices are generated when product is shipped from third party vendor.
* Customer agrees to pay a late fee of 18% per annum for any past due balance.
* Price reflects a check/cash discount.

This quote, if accepted and signed by an authorized officer of the Company becomes a Purchase Order.

Signature: _____ PO# _____

Printed Name: _____

OUSD | DO FortiGate Firewall

1-Feb-21
20210121v2.0

To:
Orcutt Union School District
Leslie A. Wagonseller
Phone: (805)938-8944
Email: LWagonseller@orcutt-schools.net
Billing Address:
500 Dyer Street
Orcutt, CA 93455

From:
Gaylord Van Brocklin
TeraWolf Technologies, Inc.
Phone: (619) 871-6975
Email: gvb@terawolf.com
Address:
1672 Main St. #110
Ramona, CA 92065

Terms: Net 30

QTY	PART NUMBER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
FortiGate 1801F - 3 YEAR				
1	FG-1801F-BDL-950-36	FortiGate-1801F Hardware plus 3 Year 24x7 FortiCare and FortiGuard Unified Threat Protection (UTP)	$65,578.50	$65,578.50
1	FC1-10-AZVMS-431-01-36	FortiAnalyzer-VM Subscription License with Support 3 Year Subscription license for 5 GB/Day Central Logging & Analytics. Include 24x7 FortiCare support, IOC and SOC subscription.	$2,250.00	$2,250.00
			SubTotal:	**$67,828.50**
			Est Tax:	**$5,082.33**
			Est Shipping:	**$0.00**
			Total Cost:	**$72,910.83**

This document and all information pertaining to this transaction are considered confidential.
This confidential information is solely intended for the person and company named above.

Abbreviated Terms and Conditions:
* This quote is valid for 30 days
* Invoices are generated when product is shipped from third party vendor.
* Customer agrees to pay a late fee of 18% per annum for any past due balance.
* Price reflects a check/cash discount.

This quote, if accepted and signed by an authorized officer of the Company becomes a Purchase Order.

Signature: _____ PO# _____

Printed Name: _____

TERAWOLF TECHNOLOGIES, INC.

OUSD | DO HP Servers

1-Feb-21
20210119v1.0

To:
Orcutt Union School District
Leslie A. Wagonseller
Phone: (805)938-8944
Email: LWagonseller@orcutt-schools.net
Billing Address:
500 Dyer Street
Orcutt, CA 93455

From:
Gaylord Van Brocklin
TeraWolf Technologies, Inc.
Phone: (619) 871-6975
Email: gvb@terawolf.com
Address:
1672 Main St. #110
Ramona, CA 92065

Terms: Net 30

QTY	PART NUMBER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
DL380 Gen 10 - 256GB RAM				
4	868703-B21	HPE DL380 Gen10 8SFF CTO Server - Specs listed below, quantities shown are per server.	$15,744.53	$62,978.12
1	P02491-L21	HPE DL380 Gen10 Xeon-S 4208 (2.1GHz/8-core) FIO Kit	$0.00	$0.00
1	P02491-B21	HPE DL380 Gen10 Xeon-S 4208 (2.1GHz/8-core) Kit	$0.00	$0.00
8	P00924-B21	HPE 32GB 2Rx4 PC4-2933Y-R Smart Kit	$0.00	$0.00
1	826691-B21	HPE DL380 Gen10 Box 1/2 Cage Backplane Kit	$0.00	$0.00
2	727055-B21	HPE Ethernet 10Gb 2-port 562SFP+ Adapter	$0.00	$0.00
1	P01366-B21	HPE 96W Smart Storage Battery 145mm Cable Kit	$0.00	$0.00
1	804338-B21	HPE Smart Array P816i-a SR Gen10 Controller	$0.00	$0.00
2	865414-B21	HPE 800W FS Plat Ht Plg LH Power Supply Kit	$0.00	$0.00
1	E6U64ABE	HPE iLO Adv incl 3yr TSU E-LTU	$0.00	$0.00
1	733660-B21	HPE 2U SFF Easy Install Rail Kit	$0.00	$0.00
16	765455-B21	HPE 2TB 6G SATA 7.2K SFF SC 512e DS HDD	$0.00	$0.00
1	826688-B21	HPE DL38X Gen10 2SFF HDD SAS/SATA Riser Kit	$0.00	$0.00
2	P04556-B21	HPE 240GB 6G SATA RI SFF SC DS SSD	$0.00	$0.00
			SubTotal:	**$62,978.12**
			Est Tax:	**$4,880.80**
			Est Shipping:	**$0.00**
			Total Cost:	**$67,858.92**

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* Customer agrees to pay a late fee of 18% per annum for any past due balance.
* Price reflects a check/cash discount.

This quote, if accepted and signed by an authorized officer of the Company becomes a Purchase Order.

Signature: _____ PO# _____

Printed Name: _____

TERAWOLF
TECHNOLOGIES, INC.

OUSD | DO Extreme Core Upgrade

1-Feb-21
20210119v1.0

To:
Orcutt Union School District
Leslie A. Wagonseller
Phone: (805)938-8944

Email: LWagonseller@orcutt-schools.net

Billing Address:
500 Dyer Street
Orcutt, CA 93455

From:
Gaylord Van Brocklin
TeraWolf Technologies, Inc.
Phone: (619) 871-6975

Email: gvb@terawolf.com

Address:
1672 Main St. #110
Ramona, CA 92065

Terms: Net 30

QTY	PART NUMBER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
Services				
1	PROJECT-LABOR	Configure new DO Core Extreme switch environment in preperation for cutover to new datacenter, migrate configurations from current existing DO core, create port map spread sheet for implementation, and support cutover to new environemnt.	$12,500.00	$12,500.00
			SubTotal:	**$12,500.00**
			Est Tax:	**$0.00**
			Est Shipping:	**$0.00**
			Total Cost:	**$12,500.00**

This document and all information pertaining to this transaction are considered confidential.
This confidential information is solely intended for the person and company named above.

Abbreviated Terms and Conditions:
* This quote is valid for 30 days
* Invoices are generated when product is shipped from third party vendor.
* Customer agrees to pay a late fee of 18% per annum for any past due balance.
* Price reflects a check/cash discount.

This quote, if accepted and signed by an authorized officer of the Company becomes a Purchase Order.

Signature: _____ PO# _____

Printed Name: _____

OUSD | DO Firewall Install

1-Feb-21
20210121v1.0

To:
Orcutt Union School District
Leslie A. Wagonseller
Phone: (805)938-8944

Email: LWagonseller@orcutt-schools.net

Billing Address:
500 Dyer Street
Orcutt, CA 93455

From:
Gaylord Van Brocklin
TeraWolf Technologies, Inc.
Phone: (619) 871-6975

Email: gvb@terawolf.com

Address:
1672 Main St. #110
Ramona, CA 92065

Terms: Net 30

QTY	PART NUMBER	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
Services				
1	PROJECT-LABOR	Audit existing DO firewall configurations and policies and prepare cutover sheet and conversion scripts to populate new firewall configurations. Support cutover to new firewall, running through customer supplied test plan, and troubleshooting of any issues that may arrise during testing. Walkthrough, basic training, and handover of new firewalls to OUSD team. Install and configuration of FortiAnalyzer VM and integration into new firewall. Up to 8 hours of post-cutover troubleshooting support and problem reoslution.	$15,000.00	$15,000.00
			SubTotal:	**$15,000.00**
			Est Tax:	**$0.00**
			Est Shipping:	**$0.00**
			Total Cost:	**$15,000.00**

This document and all information pertaining to this transaction are considered confidential.
This confidential information is solely intended for the person and company named above.

Abbreviated Terms and Conditions:
* This quote is valid for 30 days
* Invoices are generated when product is shipped from third party vendor.
* Customer agrees to pay a late fee of 18% per annum for any past due balance.
* Price reflects a check/cash discount.

This quote, if accepted and signed by an authorized officer of the Company becomes a Purchase Order.

Signature: _____ PO# _____

Printed Name: _____

BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: Resolution # 13 A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF ORCUTT UNION SCHOOL DISTRICT 2021 GENERAL OBLIGATION BOND ANTICIPATION NOTES, AND ACTIONS RELATED THERETO

BACKGROUND: An election was held in the Orcutt Union School District (the "District") on November 8, 2016 for the issuance and sale of general obligation bonds of the District for various purposes in the maximum amount of $60,000,000 (the "Authorization"). The District has caused the issuance of the first two series of bonds under the Authorization in the principal amounts of $15,210,000 and $20,500,000, respectively. The District now desires to issue a series of bond anticipation notes (the "Notes") in an amount not-to-exceed $6,500,000 for the purpose of providing funds to finance projects approved by the Authorization in anticipation of the receipt of proceeds of a future series of bonds to be issued under the Authorization.

(a) Resolution. This Resolution authorizes the issuance of the Notes, specifies the basic terms, parameters and forms of the Notes, and approves the forms of Notice Inviting Proposals for Purchase of Notes, Notice of Intention to Sell, Preliminary Official Statement, and Continuing Disclosure Certificate, each described below. In particular, Section 3 of the Resolution establishes the maximum aggregate initial principal amount of the Notes to be issued ($6,500,000) and the maximum term of borrowing (five years). The Notes are authorized to be issued as current interest notes. Section 12 authorizes the Notes to be sold at a competitive sale, and authorizes Piper Sandler & Co., the District's Municipal Advisor, to solicit bids from prospective bidders, and award the sale of the Notes on the basis of lowest true interest cost.

(b) Forms of Notice Inviting Proposals for Purchase of Notes; Notice of Intention to Sell. The Resolution includes as Exhibits B and C the forms of a Notice Inviting Proposals for Purchase of Notes and a Notice of Intention Sell. The Resolution authorizes the District's Municipal Advisor to distribute the Notice Inviting Proposals for Purchase of Notes to prospective bidders and to cause the Notice of Intention to Sell to be published in the Bond Buyer, a national municipal securities newspaper, to satisfy applicable legal

requirements. The Notice Inviting Proposals for Purchase of Notes sets forth certain conditions of closing the transaction, including certain of the documentation to be provided at the closing by various parties.

(c) Form of Preliminary Official Statement. The Preliminary Official Statement (the "POS") is the offering document describing the Notes which may be distributed to prospective purchasers of the Notes. The POS discloses information with respect to, among other things, (i) the proposed uses of proceeds of the Notes, (ii) the terms of the Notes (interest rate, redemption terms, etc.), (iii) the bond insurance policy for the Notes, if any, (iv) the security for repayment of the Notes (the subsequent issuance of bonds, which will be secured by an unlimited a*d valorem* property tax levy), (v) information with respect to the District's tax base (upon which such *ad valorem* property taxes may be levied), (vi) District financial and operating data, (vii) continuing disclosure with respect to the Notes and the District, and (viii) absence of material litigation and other miscellaneous matters expected to be of interest to prospective purchasers of the Notes. Following the pricing of the Notes, a final Official Statement for the Notes will be prepared, substantially in the form of the POS.

(d) Form of the Continuing Disclosure Certificate. The form of the Continuing Disclosure Certificate can be found in APPENDIX C to the POS. Effective July 3, 1995, all underwriters of municipal bonds are obligated to procure from a bond issuer a covenant that such bond issuer will annually file material financial information and operating data with respect to the issuer, as well as notices of the occurrence of certain enumerated events, through the web-based Electronic Municipal Market Access ("EMMA") system maintained by the Municipal Securities Rulemaking Board (which is the federal agency that regulates "broker-dealers," including investment bank firms that underwrite municipal obligation issuances). This requirement is expected to be satisfied annually by the filing of the District's audited financial statements and other operating information about the District, and from time to time by the filing of notices of enumerated events, in the same manner the District has filed in connection with prior bond issuances. The purpose of the law is to provide investors in the Notes with current information regarding the District.

RECOMMENDATION: Staff recommends approval of Resolution # 13 - A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF ORCUTT UNION SCHOOL DISTRICT 2021 GENERAL OBLIGATION BOND ANTICIPATION NOTES, AND ACTIONS RELATED THERETO.

FUNDING: The Notes are an obligation of the District payable from the proceeds of bonds issued under the Authorization, from bond anticipation notes in renewal of the Notes, or from any other funds of the District lawfully available for the purpose of repaying the Notes.

ORCUTT UNION SCHOOL DISTRICT
RESOLUTION NO. 13

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF ORCUTT UNION SCHOOL DISTRICT 2021 GENERAL OBLIGATION BOND ANTICIPATION NOTES, AND ACTIONS RELATED THERETO

WHEREAS, a duly called election was held in the Orcutt Union School District (the "District"), Santa Barbara County (the "County"), State of California, on November 8, 2016 (the "Bond Election") and thereafter canvassed pursuant to law;

WHEREAS, at the Bond Election there was submitted to and approved by the requisite fifty-five percent or more vote of the qualified electors of the District a question as to the issuance and sale of general obligation bonds (the "Bonds") of the District for the various purposes set forth in the ballot submitted to the voters, in the maximum principal amount of $60,000,000, payable from the levy of an *ad valorem* property tax against the taxable property in the District (the "Authorization");

WHEREAS, pursuant to the Authorization, the District has caused the issuance of the first two series of Bonds in the principal amounts of $15,210,000 and $20,500,000, respectively;

WHEREAS, pursuant to Article 3 of Chapter 1 of Part 10 of Division 1 of Title 1 of the Education Code of the State of California, entitled "Bonds of School Districts and Community College Districts" (the "Act"), and in particular pursuant to the authority set forth in Section 15150 of the Act, the governing board of a school district may, by resolution, upon such terms and conditions as it shall prescribe, issue notes, on a negotiated or competitive-bid basis, maturing within a period not-to-exceed five years from the date of initial issuance thereof, in anticipation of the sale of bonds authorized at the time the notes are issued;

WHEREAS, the proceeds from the sale of such notes shall be used only for authorized purposes of the anticipated bonds;

WHEREAS, at this time the Board of Trustees (the "Board") of the District deems it in the best interests of the District to authorize, for the purpose of funding the improvement of facilities in accordance with the Authorization, the issuance of a series of such notes, styled as the "Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes" (the "Notes"), in a principal amount not to exceed $6,500,000, and at interest rates not-to-exceed the maximum prescribed by law; and

WHEREAS, pursuant to the Act, in the event that the sale of Bonds does not occur prior to the maturity of the Notes issued in anticipation of the sale, the Board shall direct each of the Superintendent and the Assistant Superintendent of Business Services of the District, in order to repay the Notes then maturing, to cause renewal notes (the "Renewal Notes") or certificates of participation to be issued to repay the Notes and interest thereon;

WHEREAS, Renewal Notes may not be issued after the sale of the Bonds in anticipation of which the original Notes are being issued and the total amount of the Notes or renewals thereof issued

and Outstanding may not at any time exceed the total amount of the unsold Bonds of the Authorization; and

WHEREAS, if the Notes shall be payable five years from the date of the issuance of the Notes, such that the District is unable to issue Renewal Notes under the Act, then the Notes shall be payable from the proceeds of the sale of Bonds or certificates of participation or from other funds of the District lawfully available for the purpose of repaying the Notes, including state grants; and

WHEREAS, interest on the Notes or any Renewal Notes shall also be payable from the *ad valorem property* tax lawfully levied for that purpose; and

WHEREAS, the District desires to establish a Building Fund (defined herein) into which proceeds of the Notes will be deposited; and

WHEREAS, the District desires to establish a Debt Service Fund (defined herein) into which shall be deposited, as further described herein, any premium received by the District from the sale of the Notes, premium and proceeds from the sale of any Renewal Notes, premium and certain proceeds received from the sale of Bonds issued to repay such Notes or Renewal Notes, and any proceeds of the *ad valorem* property tax levied to pay interest on the Notes; and

WHEREAS, pursuant to Government Code Section 5852.1, the Board has obtained from the District's Municipal Advisor (as defined herein) and disclosed herein, in a meeting open to the public, prior to authorization of the execution and delivery of the Notes, good faith estimates of (a) the true interest cost of the Notes, (b) the sum of all fees and charges paid to third parties with respect to the Notes, (c) the amount of proceeds of the Notes expected to be received net of the fees and charges paid to third parties and any reserves or capitalized interest paid or funded with proceeds of the Notes, and (d) the sum total of all debt service payments to be evidenced by the Notes calculated to the final payment date evidenced by the Notes plus the fees and charges paid to third parties not paid with the proceeds of the Notes;

WHEREAS, this Board desires to appoint certain professionals to provide services related to the issuance of the Notes; and

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation bonds of the District or notes in anticipation thereof, and the indebtedness of the District, including this proposed issue of Notes and the Bonds, is within all limits prescribed by law;

NOW, THEREFORE, BE IT FOUND, DETERMINED AND RESOLVED BY THE BOARD OF TRUSTEES OF THE ORCUTT UNION SCHOOL DISTRICT, AS FOLLOWS:

Section 1. **Certain Definitions.** As used in this Resolution, the terms set forth below shall have meanings ascribed to them (unless otherwise set forth in the Official Statement described herein):

(a) **"Authorized Officers"** means the Superintendent, President of the Board, and the Assistant Superintendent of Business Services of the District, or an authorized designee thereof.

(b) **"Beneficial Owner"** means, when used in reference to book-entry Notes registered pursuant to Section 5 hereof, the person who is considered the beneficial owner of

such Notes pursuant to the arrangements for book entry determination of ownership applicable to the Depository.

(c) **"Bond Register"** means the registration books which the Paying Agent shall keep or cause to be kept on which the registered ownership, transfer and exchange of Notes shall be recorded.

(d) **"Code"** means the Internal Revenue Code of 1986, as amended. Reference to any particular section of the Code shall be deemed to be a reference to any successor to any such section.

(e) **"Continuing Disclosure Certificate"** means that certain continuing disclosure certificate as originally executed by the District in connection with the issuance of the Notes, pursuant to paragraph (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, and as it may be amended from time to time in accordance with the terms thereof.

(f) **"Current Interest Notes"** means the Notes the interest on which is payable semiannually on each Note Payment Date specified for such Notes as designated, and maturing in the years and in the amounts set forth, in the Official Statement.

(g) **"Depository"** means the securities depository acting in such capacity for the Notes pursuant to the provisions hereof.

(h) **"DTC"** means The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York, in its capacity as the Depository.

(i) **"Holder"** or **"Owner"** means the registered owner of a Note as set forth on the registration books maintained by the Paying Agent.

(j) **"Non-AMT Bonds"** means obligations the interest on which is excludable from gross income for federal income tax purposes under Section 103(a) of the Code and not treated as an item of tax preference under Section 57(a)(5)(C) of the Code, that are legal investments pursuant to Government Code Section 53601.

(k) **"Note Payment Date"** means (unless otherwise provided by the Official Statement), April 1 and October 1 of each year, commencing October 1, 2021 with respect to the interest on the Notes and October 1 of each year with respect to the Principal payments on the Notes.

(l) **"Official Statement"** means the Official Statement for the Notes described herein.

(m) **"Outstanding"** means, when used in reference to the Notes, as of any date, Notes theretofore issued or thereupon being issued pursuant to this Resolution, except: (i) Notes cancelled at or prior to such date, (ii) Notes in lieu of or in substitution for which other Notes shall have been delivered, or (iii) Notes for the payment of which funds or Government Obligations in the necessary amount shall have been set aside (whether on or prior to maturity date of such Notes) in accordance with Section 18 hereof.

(n) **"Paying Agent"** means, initially, U.S. Bank National Association, and afterwards, any successor thereto, acting as the authenticating agent, bond registrar, transfer agent and paying agent for the Notes.

(o) **"Permitted Investments"** means (i) any lawful investments permitted by Government Code Section 16429.1 and Section 53601, including Non-AMT Bonds and Qualified Non-AMT Mutual Funds, (ii) shares in a California common law trust established pursuant to Government Code Title 1, Division 7, Chapter 5 which invests exclusively in investments permitted by Government Code Section 53635, but without regard to any limitations in such Section concerning the percentage of moneys available for investment being invested in a particular type of security, (iii) the Local Agency Investments Fund of the California State Treasurer, (iv) State and Local Government Series Securities, and (vi) the County Treasury Pool.

(p) **"Principal"** or **"Principal Amount"** means, with respect to any Note, the initial principal amount thereof.

(q) **"Qualified Non-AMT Mutual Fund"** means stock in a regulated investment company to the extent that at least 95% of the income of such regulated investment company is interest that is excludable from gross income under Code Section 103 and not an item of tax preference under Code Section 57(a)(5)(C).

(r) **"Record Date"** means the 15th day of the month preceding each Note Payment Date.

(s) **"Taxable Notes"** means any Notes not issued as Tax-Exempt Notes.

(t) **"Tax-Exempt Notes"** means any Notes the interest on which is excludable from gross income for federal income tax purposes and is not treated as an item of tax preference for purposes of calculating the federal alternative minimum tax, as further described in an opinion of Bond Counsel supplied to the original purchasers of such Notes.

(u) **"Transfer Amount"** means, with respect to any Outstanding Note, the Principal Amount.

(v) **"Treasurer"** means the Treasurer-Tax Collector of the County, or other similar officer.

Section 2. **Appointment of Paying Agent.** This Board does hereby appoint U.S. Bank National Association to act the Paying Agent for the Notes. This Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable. For purposes of the Notes, the Paying Agent shall be deemed to be a "fiscal agent" within the meaning of Government Code Section 53601. The fees and expenses of the Paying Agent which are not paid as a cost of issuance of the Notes may be paid in each year from *ad valorem* property taxes levied and collected within the District for the payment thereof, insofar as permitted by law, including specifically by Education Code Section 15232.

Section 3. **Authorization of Issuance of Notes; Terms Thereof.** The Board hereby determines to and authorizes the issuance of not-to-exceed $6,500,000 Principal Amount of Notes

pursuant to Section 15150 of the Act in anticipation of any and all Bonds that may be issued pursuant to the Authorization. The Notes shall (i) be numbered 1 (and consecutively upward in order of issuance if more than one Note is registered), (ii) be dated the date of delivery thereof, (iii) mature (with or without the option of prior redemption as set forth in the Official Statement) on one or more dates set forth in the Official Statement within a period not-to-exceed five years from the date of delivery and on a day on which banks in New York or California are open for business, (iv) bear interest at the rate or rates determined at the time of sale of the Notes, but in no instance in excess of the rate or yields permitted by law, and (v) be payable on one or more dates as specified in the Official Statement. Both the Principal of and interest on the Notes shall be payable, only upon surrender thereof, in lawful money of the United States of America at the designated office of Paying Agent.

The Notes shall be issued as Current Interest Notes, in one or more series of Taxable Notes or Tax-Exempt Notes, with appropriate series designation if more than one series of Notes is issued. The Notes shall be issued as fully registered notes registered as to both Principal and interest, in denominations of $5,000 Principal Amount or any integral multiple thereof.

Each Note shall bear current, periodic interest at the rates set forth in the Official Statement, from the Note Payment Date next preceding the date of authentication thereof unless it is authenticated during the period from the 16th day of the month next preceding any Note Payment Date to that Note Payment Date, inclusive, in which event it shall bear interest from such Note Payment Date, or unless it is authenticated on or before the first Record Date, in which event it shall bear interest from its date of delivery. Interest shall be payable on the respective Note Payment Dates and shall be calculated on the basis of a 360-day year of twelve 30-day months.

The District hereby covenants that, in the event the Notes shall not have been paid by the District by the dates specified for such payment in the Official Statement, the District shall not issue Bonds pursuant to the Authorization, except to pay the unpaid Notes, and the District shall use the first available proceeds of such Bonds to pay the unpaid Notes. Such unpaid Notes shall continue as an obligation of the District until such Notes have been fully paid, and the District shall pay the same with interest thereon, to the extent permitted by law, from the date such amount was originally payable at the rate equal to the original interest rate payable with respect such Principal Amount outstanding.

Section 4. <u>Authorization to Levy Tax for Payment of Interest on the Notes.</u>

(a) There is hereby authorized to be levied on all taxable property within the District, in addition to all other taxes, a continuing direct *ad valorem* property tax annually during the period the Notes are Outstanding in an amount sufficient to pay all or a portion of the interest due on such Outstanding Notes when due. Such taxes, when collected, shall be deposited into the Debt Service Fund (defined herein) for the Notes, which fund shall be designated for the payment of interest on the Notes when and as the same shall fall due, and for no other purpose. The Board of Supervisors of the County is hereby requested, in accordance with Education Code Sections 15150 and 15250-15251, to levy such a tax and to deposit the proceeds thereof in the Debt Service Fund, in accordance with the debt service schedule to be provided by the District pursuant to Education Code Section 15140(c) and the policies and procedures of the County.

(b) The tax for the payment of interest on the Notes is a tax authorized by law for payment of the Bonds in anticipation of which the Notes have been issued. The Principal Amount of the Notes shall not exceed the remaining Principal Amount of authorized but unissued Bonds under the Authorization.

Section 5. Form of Notes. The Notes shall be issued in registered form and shall be substantially in the form set forth in Exhibit A attached hereto and by reference incorporated herein, the blanks in said forms to be filled in with appropriate words and figures, and with any further changes thereto necessary to correct or cure any defect, inconsistency, ambiguity or omission therein. The Notes may be initially registered in the name of "Cede & Co." as nominee of DTC, and shall be evidenced by one or more notes in the aggregate initial Principal Amount of the Notes. DTC is hereby appointed Depository for the Notes. Registered ownership may not thereafter be transferred except as set forth in Section 6 hereof. There shall be simultaneously delivered with each Note, the legal opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation respecting the validity of said Notes and, immediately following such legal opinion, a certificate executed with the manual or facsimile signature of the Clerk of or the Secretary to the Board of Trustees, said certificate to be in substantially the following form:

> I HEREBY CERTIFY that the following is a true and correct copy of the legal opinion regarding the Notes therein described that was provided by Stradling Yocca Carlson & Rauth, a Professional Corporation, and was dated as of the date of delivery of and payment for said Notes.
>
> [Manual/Facsimile Signature]
> [Clerk of][Secretary to] the Board of Trustees

Section 6. Transfer and Exchange of Notes. Subject to the provisions of Section 7 hereof, the registration of any Note may, in accordance with its terms, be transferred, upon the Bond Register kept by the Paying Agent for such purpose, by the person in whose name it is registered, in person or by his or her duly authorized attorney, upon surrender of such Note for cancellation, accompanied by delivery of a written instrument of transfer, duly executed in a form approved by the Paying Agent.

Whenever any Note or Notes shall be surrendered for registration or transfer, the Paying Agent shall execute and deliver a new Note or Notes, for a like tenor, maturity and Transfer Amount. The Paying Agent shall require the Owner of a Note requesting such registration of transfer to pay any tax or other governmental charge required to be paid with respect to such transfer. The District may require the Owner requesting such registration of transfer to pay such additional reasonable charge as may be necessary to cover customary expenses incurred and fees charged by the Paying Agent with respect to such registration of transfer. The Paying Agent may treat the registered Owner of any Note as the absolute owner thereof for all purposes whatsoever in accordance with this Resolution, and the Paying Agent shall not be affected by any notice to the contrary.

Subject to the provisions of Section 7 hereof, Notes may be exchanged at the office of the Paying Agent in authorized denominations and in a like aggregate Transfer Amount. The Paying Agent shall require the payment by the Owner of a Note requesting such exchange of any tax or other governmental charge required to be paid with respect to such exchange. The Paying Agent may require the Owner requesting such exchange to pay such additional reasonable charge as may be necessary to cover customary expenses incurred and fees charged by the Paying Agent or the District with respect to such exchange.

Section 7. Use of Depository.

(a) The Notes may be initially registered as provided in Section 5 hereof. In such event, registered ownership of the Notes, or any portion thereof, may not thereafter be transferred except:

(i) To any successor of Cede & Co., as nominee of DTC, or its nominee, or to any Substitute Depository designated pursuant to clause (ii) of this Section 7 (a "Substitute Depository"); provided, that any successor of Cede & Co., as nominee of DTC or a Substitute Depository, shall be qualified under any applicable laws to provide the services proposed to be provided by it;

(ii) To any Substitute Depository not objected to by the Paying Agent, upon (1) the resignation of DTC or its successor (or any Substitute Depository or its successor) from its functions as Depository, or (2) a determination by the District to substitute another Depository for DTC (or its successor) because DTC or its successor (or any Substitute Depository or its successor) is no longer able to carry out its functions as Depository; provided, that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(iii) To any person as provided below, upon (1) the resignation of DTC or its successor (or Substitute Depository or its successor) from its functions as Depository, or (2) a determination by the District to remove DTC or its successor (or any Substitute Depository or its successor) from its functions as Depository.

(b) In the case of any transfer pursuant to clause (i) or clause (ii) of subsection (a) of this Section 7, upon receipt of the Outstanding Notes by the Paying Agent, together with a request of the District, to the Paying Agent, a new Note shall be executed and delivered in the aggregate Principal Amount of the Notes registered in the name of such successor or such Substitute Depository, or their nominees, as the case may be, all as specified in such request of the District. In the case of any transfer pursuant to clause (iii) of subsection (1) of this Section 7, upon receipt of the Outstanding Notes by the Paying Agent together with a request of the District to the Paying Agent, new Notes shall be executed and delivered in such denominations numbered in the manner determined by the Paying Agent and registered in the names of such persons as are requested in such a request of the District. Thereafter, Notes shall be transferred pursuant to Section 6 hereof.

(c) The District and the Paying Agent shall be entitled to treat the person in whose name any Note is registered as the Owner thereof for all purposes of this Resolution and any applicable laws, notwithstanding any notice to the contrary received by the Paying Agent or the District; and the District and the Paying Agent shall have no responsibility for transmitting payments to, communication with, notifying, or otherwise dealing with any Beneficial Owners of the Notes and neither the District nor the Paying Agent will have any responsibility or obligations, legal or otherwise, to the Beneficial Owners or to any other party, including DTC or its successor (or Substitute Depository or its successor), except for the Owner of any Notes.

(d) So long as the Outstanding Notes are registered in the name of Cede & Co. or its registered assigns, the District and the Paying Agent shall cooperate with Cede & Co., as sole registered Owner, or its registered assigns in effecting payment of the Principal of and interest on the Notes by arranging for payment in such manner that funds for such payments are properly identified and are made immediately available on the date they are due.

Section 8. Deposit of Note Proceeds; No Arbitrage.

(a) The purchase price received from the original purchaser of the Notes from the sale of the Notes, to the extent of the Principal Amount thereof shall be paid to the County to the credit of the fund of the District hereby created and established and to be known as the "Orcutt Union School District 2021 Bond Anticipation Note Building Fund" (the "Building Fund"), which fund shall be kept separate and distinct from all other District and County funds, and those proceeds deposited therein shall be used solely for the purpose for which the Notes are being issued, provided that such proceeds shall be applied solely to authorized purposes of the Bond Election. Interest earnings on moneys held in the Building Fund shall be retained in the Building Fund. The County shall have no responsibility for assuring the proper use by the District of funds on deposit in the Building Fund. The Building Fund may contain subaccounts to the extent the Notes are issued in more than one series, and may otherwise be combined with any other fund held by the County for proceeds of Bonds.

(b) The purchase price received from the original purchaser of the Notes, to the extent of accrued interest or net original issue premium, shall be paid to the Paying Agent and kept separate and apart in the fund hereby created and established and to be designated as the "Orcutt Union School District 2021 Bond Anticipation Note Debt Service Fund" (the "Debt Service Fund"), and which fund shall be used only for payment of Principal of and interest on the Notes, and for no other purpose. Any proceeds of Bonds or Renewal Notes received by the District and other funds of the District lawfully available for the purpose of repaying the Notes shall be deposited into the Debt Service Fund or otherwise applied to pay the Principal of and interest due on the Notes. So long as the Notes are Outstanding, amounts in the Debt Service Fund are irrevocably pledged to the repayment of the Notes. Interest earnings on moneys held in the Debt Service Fund shall be retained in the Debt Service Fund. Any excess proceeds of the Notes not needed for the authorized purposes set forth herein for which the Notes are being issued shall be transferred to the Debt Service Fund and applied as provided for in this Section 8.

If, after payment in full of the Notes, there remain excess proceeds in the Debt Service Fund, any such excess amounts shall be transferred to the debt service fund of any outstanding Bonds issued under the Authorization.

(c) The costs of issuance of the Notes are hereby authorized to be paid either from premium withheld by the original purchaser upon the sale of the Notes, or from the Principal Amount of the Notes. To the extent that such costs of issuance are paid from the Principal Amount, the District may direct that a portion thereof, in an amount not-to-exceed 2.0% of such Principal Amount, in lieu of being deposited into the Building Fund, be deposited into a costs of issuance account to be held by a fiscal agent of the District appointed for such purpose. Any excess moneys in the cost of issuance account remaining after payment of all costs of issuance shall be transferred to the County for deposit into the Building Fund or Debt Service Fund, as appropriate.

The District hereby covenants that it will make no use of the proceeds of the Notes other funds of the District, or take or omit to take any other action, that would cause the Notes to be "private activity bonds" within the meaning of Code Section 141 or "federally guaranteed" within the meaning of Code Section 149(b). To that end, so long as any Notes are unpaid, the District, with respect to such proceeds and such other funds, will comply with all requirements of such Sections and all regulations of the United States Department of the Treasury issued thereunder and under Code Section 103, to the extent such requirements are, at the time, applicable and in effect.

The District will not use or permit the use of its facilities or any portion thereof by any person other than a governmental unit as such term is used in Code Section 141, in such manner or to such extent as would result in the loss of exclusion from gross income for federal income tax purposes of the interest paid on the Notes. In furtherance of the foregoing tax covenants of this Section 8, the District covenants that it will comply with the instructions and requirements of the Tax Certificate to be executed and delivered by the District on the date of issuance of the Notes, which are incorporated herein as if fully set forth herein. These covenants shall survive the payment in full or defeasance of the Notes.

(d) that would cause the Notes to be "arbitrage bonds" under Code Section 148; and, to that end, so long as any of the Notes are Outstanding, the District, and all of its officers having custody or control of such proceeds, shall comply with all requirements of said section, including restrictions on the use and investment of proceeds of the Notes and the rebate of a portion of investment earnings on certain amounts, including proceeds of the Notes, if required, to the Federal government, and of the Income Tax Regulations of the United States Treasury promulgated thereunder or under any predecessor provisions, to the extent that such regulations are, at the time, applicable and in effect, so that the Notes will not be "arbitrage bonds."

Furthermore, the District will not make any use of the proceeds of the Notes or any

If required by the Tax Certificate executed upon the issuance of the Notes, the District will establish with the County a Rebate Fund for purposes of paying any rebate owed under the Code.

Section 9. Investment of Proceeds of the Notes. Moneys in the Debt Service Fund and the Building Fund shall be invested in Permitted Investments pursuant to applicable law and the County investment policy. Neither the County nor its officers and agents, as the case may be, shall have any responsibility or obligation to determine the tax consequences of any investment. The District hereby authorizes investments made pursuant to this Resolution with maturities exceeding five years. The interest earned on the moneys deposited in the Building Fund shall be deposited in the Building Fund and used for the purposes of that fund. Except as required below to satisfy the requirements of Code Section 148(f), interest earned on the investment of moneys held in the Debt Service Fund shall be retained in the Debt Service Fund and used by the Paying Agent to pay the Principal of and interest on the Notes when due.

Section 10. Payment of Notes.

(a) Source of Payment. The Principal Amount of the Notes, together with the interest thereon, shall be payable from proceeds of the sale of any Bonds or Renewal Notes, or from other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes may be payable from the *ad valorem* property tax lawfully levied to pay interest on the Notes. The District covenants that, prior to the maturity of the Notes, it shall issue or cause to be issued Bonds, Renewal Notes or certificates of participation, or a combination thereof, in an amount sufficient to pay the Principal of and interest on the Notes.

(b) Issuance of Renewal Notes. In the event that the sale of the Bonds does not occur prior to the maturity of the Notes, and if the Notes are payable at a fixed time less than five years from the date of issuance of the Notes, the District shall cause Renewal Notes to be issued for the purpose of paying the Notes. The renewal of such Notes may not occur after the sale of Bonds in anticipation of which the Notes were issued.

The total amount of the Notes and Renewal Notes issued and Outstanding may not at any time exceed the total amount of the unsold Bonds of the Authorization.

(c) Maximum Term of Renewal Notes. Any Renewal Notes shall be payable at a fixed time not more than five years from the date of the original issuance of the Notes.

Section 11. Execution of Notes. The President of the Board, or a designated deputy thereof, is hereby authorized to sign the Notes manually or by facsimile signature, and the Secretary to or Clerk of the Board (the "Secretary"), or a designated deputy thereof, is hereby authorized to countersign the Notes manually or by facsimile signature and said officers are hereby authorized to cause the blank spaces thereof to be filled in as may be appropriate. No Note shall be valid or obligatory for any purpose or shall be entitled to any security or benefit under this Resolution unless and until the certificate of authentication printed on the Note is manually signed by the Paying Agent as authenticating agent. Authentication by the Paying Agent shall be conclusive evidence that the Note so authenticated has been duly issued, signed and delivered under this Resolution and is entitled to the security and benefit of this Resolution. Pending the preparation of definitive Notes, the Notes may be executed and delivered in temporary form exchangeable for definitive Notes when ready for delivery. If the Paying Agent delivers temporary Notes, it shall execute and deliver definitive Notes in an equal aggregate Principal Amount of authorized denominations, when available, and thereupon the temporary Notes shall be surrendered to the Paying Agent. Until so exchanged, the temporary Notes shall be entitled to the same benefits hereunder as definitive Notes.

Section 12. Approval of the Notice Inviting Proposals for Purchase of Notes. The competitive sale of the Notes shall be undertaken pursuant to the Notice Inviting Proposals for Purchase of Notes, and the Notice of Intention To Sell, set forth in Exhibits B and C hereto, respectively. The Authorized Officers each alone, are hereby authorized to execute the Notice of Intention to Sell attached hereto as Exhibit C and to cause the Notice of Intention To Sell to be published in The Bond Buyer once at least five (5) days prior to the date set to receive bids.

The terms and conditions of the offering and the sale of the Notes shall be as specified in the Notice Inviting Proposals for Purchase of Notes. The Board shall award the sale of the Notes by acceptance of the bids with the lowest true interest cost with respect to the Notes, so long as the principal amount of the Notes does not exceed $6,500,000 and the true interest cost does not exceed 8.0%.

Piper Sandler & Co., the municipal advisor to the District (the "Municipal Advisor"), is hereby authorized and directed to cause to be furnished to prospective bidders a reasonable number of copies of the Notice Inviting Proposals for Purchase of Notes and a reasonable number of copies of the Official Statement.

The Board hereby approves the competitive sale of the Notes and determines that a competitive sale contributes to the District's goal of achieving the lowest overall cost of funds. The Municipal Advisor and Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California ("Bond Counsel"), are hereby authorized and directed to open the bids at the time and place specified in the Notice Inviting Proposals for Purchase of Notes and to present the same to the Authorized Officers. The Municipal Advisor and Bond Counsel are hereby authorized and directed to receive and record the receipt of all bids made pursuant to the Notice Inviting Proposals for Purchase of Notes; to cause said bids to be examined for compliance with the Notice Inviting Proposals for Purchase of Notes; and to cause computations to be made as to which bidder has bid the lowest true interest cost with respect to the Bonds, as provided in the Notice Inviting Proposals for Purchase of Notes, along with a report as to the

foregoing and any other matters deemed pertinent to the award of the Bonds and the proceedings for the issuance thereof.

Section 13. Authorization of Preliminary Official Statement and Official Statement. The Preliminary Official Statement relating to the Notes, substantially in the form on file with the Clerk of or Secretary to the Board, is hereby approved and the Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to the Municipal Advisor to be used in connection with the offering and sale of the Notes. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement "final" pursuant to Rule 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to the purchaser of the Notes a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the Authorized Officer executing the same shall approve. Execution of the Official Statement shall conclusively evidence the District's approval of the Official Statement.

Section 14. Continuing Disclosure Certificate. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Certificate, as originally executed and as it may be amended from time to time in accordance with the terms thereof. The form of the Continuing Disclosure Certificate appended to the Preliminary Official Statement is hereby approved, and the Authorized Officers, each alone, are hereby authorized to execute and deliver the Continuing Disclosure Certificate substantially in such form, with such changes therein, deletions therefrom and modifications thereto as the officer executing the same may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof. Any Owner of the Notes may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not constitute a default hereunder or result in acceleration of the Notes.

Section 15. Supplemental Resolution; Amendment.

(a) Except as otherwise provided, the provisions of this Resolution relating to the Notes, and the rights and obligations of the District and of the Owners of the Notes issued hereunder, may be modified or amended at any time by a supplemental resolution adopted by the District with the written consent of Owners owning at least 60% in aggregate Principal Amount of the Outstanding Notes, exclusive of Notes, if any, owned by the District; provided, however, that no such modification or amendment shall, without the express consent of the Owner of each Note affected, reduce the Principal Amount of any Note, reduce the interest rate payable thereon, extend its maturity or the times for paying interest thereon or change the monetary medium in which Principal and interest is payable, nor shall any modification or amendment reduce the percentage of consents required for amendment or modification. No such supplemental resolution shall change or modify any of the rights or obligations of any Paying Agent without its written assent thereto. Notwithstanding anything herein to the contrary, no such consent shall be required if the Owners are not directly and adversely affected by such amendment or modification.

(b) Except as otherwise provided, the provisions of this Resolution relating to the Notes, and the rights and obligations of the District and of the Owners of the Notes issued hereunder, may be modified or amended at any time by a supplemental resolution adopted by the District without the written consent of the Owners (i) to add to the covenants and agreements of the District in this

Resolution, other covenants and agreements to be observed by the District which are not contrary to or inconsistent with this Resolution as theretofore in effect; (ii) to add to the limitations and restrictions in this Resolution, other limitations and restrictions to be observed by the District which are not contrary to or inconsistent with this Resolution as theretofore in effect; (iii) to confirm as further assurance any pledge under, and the subjection to any lien or pledge created or to be created by, this Resolution, of any moneys, securities or funds, or to establish any additional funds or accounts to be held under this Resolution; (iv) to cure any ambiguity, supply any omission, or cure to correct any defect or inconsistent provision in this Resolution; or (v) to amend or supplement this Resolution in any other respect, provided such Supplemental Resolution does not adversely affect the interests of the Owners of the Notes.

(c) Any act done pursuant to a modification or amendment so consented to shall be binding upon the Owners of all the Notes and shall not be deemed an infringement of any of the provisions of this Resolution, whatever the character of such act may be, and may be done and performed as fully and freely as if expressly permitted by the terms of this Resolution, and after consent relating to such specified matters has been given, no Owner shall have any right or interest to object to such action or in any manner to question the propriety thereof or to enjoin or restrain the District or any officer or agent of either from taking any action pursuant thereto.

(d) Notwithstanding any other provision herein, the provisions of this Resolution as they relate to the terms of the Notes may be amended by the Official Statement.

Section 16. Resolution To Constitute Contract. In consideration of the purchase and acceptance of any and all of the Notes authorized to be issued hereunder by those who shall own the same from time to time, this Resolution shall be deemed to be and shall constitute a contract between the District and the Owners from time to time of the Notes, as applicable; and the covenants made in this Resolution shall be for the equal benefit, protection and security of the Owners of any and all of the Notes, as applicable, all of which, regardless of the time or times of their issuance or maturity, shall be of equal rank without preference, priority or distinction of any of the Notes over any other note or bond, as applicable.

Section 17. Unclaimed Moneys. Anything in this Resolution to the contrary notwithstanding, any moneys held by the Paying Agent in trust for the payment and discharge of any of the Notes which remain unclaimed for two (2) years after the date when such Notes have become due and payable and moneys were held by the Paying Agent at such date, or for two (2) years after the date of deposit of such moneys if deposited with the Paying Agent after said date when such Notes become due and payable, shall be repaid by the Paying Agent to the District, as its absolute property and free from trust, and the Paying Agent shall thereupon be released and discharged with respect thereto and the Owners of the Notes shall look only to the District for the payment of such Notes; provided, however, that before being required to make such payment to the District, the Paying Agent shall, at the expense of District, cause to be mailed to the Owners of all such Notes, at their respective addresses appearing on the Bond Register, a notice that said moneys remain unclaimed and that, after a date in said notice, which date shall not be less than thirty (30) days after the date of mailing such notice, the balance of such moneys then unclaimed will be returned to the District.

Section 18. Defeasance. All or any portion of the Notes may be defeased prior to maturity in the following ways:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with any amounts transferred from the Debt Service Fund, if required, is sufficient to pay all Notes designated for defeasance, including all Principal thereof, accrued interest thereon and redemption premium, if any, at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations (defined below) together with any amounts transferred from the Debt Service Fund or other cash, if required, in such amount as will, in the opinion of an independent certified public accountant, together with interest to accrue thereon, be fully sufficient to pay and discharge all Notes designated for defeasance (including all Principal thereof, accrued interest thereon and redemption premium, if any) at or before their maturity date;

then, notwithstanding that any of such Notes shall not have been surrendered for payment, all obligations of the District with respect to all such designated Outstanding Notes shall cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited pursuant to paragraphs (a) or (b) of this Section, to the Owners of such designated Notes not so surrendered and paid all sums due with respect thereto.

For purposes of this Section, Government Obligations shall mean:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), and obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by S&P Global Ratings, a business unit of Standard & Poor's Financial Services LLC ("S&P") or by Moody's Investors Service ("Moody's").

Section 19. Delivery of Notes; Further Actions. The proper officials of the District are hereby authorized and directed to deliver the Notes to the original purchaser in accordance with the Notice Inviting Proposals for Purchase of Notes. All actions heretofore taken by the officials and agents of the District with respect to the sale and issuance of the Notes are hereby approved, confirmed and ratified, and the officials of the District are hereby authorized and directed, for and in the name and on behalf of the Board, to do any and all things and take any and all actions and execute and deliver any and all certificates, agreements and other documents, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with this Resolution.

Section 20. Legislative Determinations; Other Actions.

(a) The Board hereby determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the Notes in order to make them legal, valid and binding obligations of the District have been performed and have been met, or will at the time of delivery of the Notes have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Notes.

(b) The Board hereby appoints Piper Sandler & Co., as the Municipal Advisor (the "Municipal Advisor"), and Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, as Bond Counsel and Disclosure Counsel, each with respect to the issuance of the Notes.

(c) Based on a good faith estimate received by the District from the Municipal Advisor, the District finds that (i) the True Interest Cost of the Notes (as defined in Government Code Section 5852.1(a)(1)(A)) is expected to be approximately 0.85%, (ii) the total Finance Charge of the Notes (as defined in Government Code Section 5852.1(a)(1)(B)) is expected to be $206,325, (iii) the total proceeds expected to be received by the District from the sale of the Notes, less the Finance Charge of the Notes and any reserves or capitalized interest paid or funded with proceeds of the Notes, is expected to be $6,325,000, and (iv) the District expects that the Total Payment Amount (as defined in Government Code Section 5852.1(a)(1)(D)), calculated to the final maturity of the Notes, will be $7,219,247. The information presented in this section is included in satisfaction of Government Code Section 5852.1, and shall not abrogate or otherwise limit any provision of this Resolution.

Section 21. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

PASSED, ADOPTED AND APPROVED this 10th day of February, 2021, by the following vote:

AYES: MEMBERS _____

NOES: MEMBERS _____

ABSTAIN: MEMBERS _____

ABSENT: MEMBERS _____

_____
President of the Board of Trustees

ATTEST:

_____
Secretary to the Board of Trustees

SECRETARY'S CERTIFICATE

I, Dr. Holly Edds, Superintendent of and Secretary to the Board of Trustees of the Orcutt Union School District, Santa Barbara County, California, hereby certify as follows:

The foregoing is a full, true and correct copy of a Resolution duly adopted at a regular meeting of the Board of Trustees of said District duly and legally held at the regular meeting place thereof on February 10, 2021, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original Resolution adopted at said meeting and entered in said minutes.

Said Resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: February __, 2021

_____

Superintendent and Secretary to the Board of Trustees of the Orcutt Union School District

EXHIBIT A

FORM OF NOTES

UNLESS THIS NOTE IS PRESENTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY TO THE PAYING AGENT FOR REGISTRATION OF TRANSFER, EXCHANGE OR PAYMENT, AND ANY NOTE ISSUED IS REGISTERED IN THE NAME OF CEDE & CO. OR IN SUCH OTHER NAME AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY (AND ANY PAYMENT IS MADE TO CEDE & CO. OR TO SUCH OTHER ENTITY AS IS REQUESTED BY AN AUTHORIZED REPRESENTATIVE OF THE DEPOSITORY), ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL INASMUCH AS THE REGISTERED OWNER HEREOF, CEDE & CO., HAS AN INTEREST HEREIN.

Registered No. 1 $_____

ORCUTT UNION SCHOOL DISTRICT
(SANTA BARBARA COUNTY, CALIFORNIA)
2021 GENERAL OBLIGATION BOND ANTICIPATION NOTE

Rate of Interest:	Dated Date:	Maturity Date:	CUSIP:
	, 2021		

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT:

FOR VALUE RECEIVED, Orcutt Union School District (the "District"), Santa Barbara County, State of California, acknowledges itself indebted to and promises to pay the Registered Owner identified above, or registered assigns, at the designated office of U.S. Bank National Association, as Paying Agent (the "Paying Agent") the Principal Amount specified above, in lawful money of the United States of America, on the Maturity Date, and interest thereon until the Principal Amount is paid or provided for, at the Interest Rate stated above, on April 1 and October 1 of each year (the "Note Payment Dates"), commencing October 1, 2021. This Note will bear interest from the Note Payment Date next preceding the date of authentication hereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Note Payment Date to the Note Payment Date, inclusive, in which event it shall bear interest from such Note Payment Date, or unless it is authenticated on or before September 15, 2021, in which event it shall bear interest from the Date of Delivery. Interest on this Note shall be computed on the basis of a 360-day year of twelve 30-day months. Both the principal of and interest on this Note shall be payable only upon surrender of this Note as the same shall fall due; provided, however, no interest shall be payable for any period after maturity during which the holder hereof fails to properly present this Note for payment.

It is hereby certified, recited and declared that this Note is one of an authorized issue of Notes in the aggregate principal amount of _____ Dollars ($_____), all of like date, tenor and effect, made, executed and given pursuant to and by authority of a resolution of the Board of

Trustees of the District duly passed and adopted on February 10, 2021 under and by authority of Education Code Section 15150, Article 3 of Chapter 1 of Part 10 of Division 1 of Title 1 of the Education Code (the "Act"), and, in particular, pursuant to the authority set forth in Section 15150 of the Act, and that all acts, conditions and things required to exist, happen and be performed precedent to and in the issuance of this Note have existed, happened and been performed in regular and due time, form and manner as required by law, and that this Note, together with all other indebtedness and obligations of the District, does not exceed any limit prescribed by the Constitution or statutes of the State of California.

The principal amount of the Notes, together with the interest thereon, shall be payable from the proceeds of the sale of general obligation bonds authorized at a duly called election held in the District on November 8, 2016 and thereafter canvassed pursuant to law, or of any bond anticipation notes in renewal of the Notes, or from other funds of the District lawfully available for the purpose of repaying the notes, including state grants. Interest on the Notes shall also be payable from the *ad valorem* property tax levied to pay such interest.

The Notes shall not be subject to redemption prior to the Maturity Date.

This Note is transferable by the registered owner hereof in person or by his or her attorney duly authorized in writing at the Paying Agent in Los Angeles, California, but only in the manner, subject to the limitations and upon payment of the charges provided in the Resolution, and upon surrender and cancellation of this Note except this Note shall not be transferred or exchanged later than the fifteenth day prior to the maturity date hereof. Upon such transfer, a new Note or Notes of authorized denominations and for the same aggregate principal amount will be issued to the transferees in exchange herefor.

The District and the Paying Agent may deem and treat the registered owner hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

Unless this certificate is presented by an authorized representative of DTC to the issuer or its agent for registration of transfer, exchange or payment, and any certificate issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of DTC and any payment is made to Cede & Co., ANY TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co. has an interest herein.

IN WITNESS WHEREOF, the District has caused this Note to be executed by the President of its Board of Trustees by manual or facsimile signature and countersigned by the Secretary by manual or facsimile signature this ____ day of _____, 2021.

ORCUTT UNION SCHOOL DISTRICT

By: _____(Facsimile Signature)_____
President of the Board of Trustees

COUNTERSIGNED:

_____(Facsimile Signature)_____
[Clerk of] [Secretary to] the Board of Trustees

CERTIFICATE OF AUTHENTICATION

This Note is one of the Notes described in the Note Resolution referred to herein which has been authenticated and registered on _____, 2021.

By: U.S. BANK NATIONAL
ASSOCIATION, as Paying Agent

_____
Authorized Signatory

LEGAL OPINION

I HEREBY CERTIFY that the following is a true and correct copy of the legal opinion regarding the Notes therein described that was provided by Stradling Yocca Carlson & Rauth, a Professional Corporation, and was dated as of the date of delivery of and payment for said Notes.

(Facsimile Signature)
Secretary of the Board of Trustees

ASSIGNMENT

For value received the undersigned do(es) hereby sell, assign and transfer unto _____ the within-mentioned registered Note and hereby irrevocably constitute(s) and appoint(s) _____ attorney, to transfer the same on the books of the Paying Agent with full power of substitution in the premises.

Dated: _____

Signature Guaranteed by:

NOTE: The signature to the assignment must be guaranteed by an eligible guarantor institution.

NOTE: The signature to the assignment must correspond to the name as written on the face of this Note in every particular, without any alteration or change whatsoever.

EXHIBIT B

NOTICE INVITING PROPOSALS FOR PURCHASE OF NOTES

$_____*
ORCUTT UNION SCHOOL DISTRICT
(SANTA BARBARA COUNTY, CALIFORNIA)
2021 GENERAL OBLIGATION BOND ANTICIPATION NOTES

NOTICE IS HEREBY GIVEN that sealed unconditioned proposals will be received to and including the hour of [9:00] a.m., Pacific Time, on _____, 2021, at the offices of Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245 (the "Municipal Advisor"), in the manner described below, for the purchase of all, but not less than all, of $_____* principal amount of Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes (the "Notes"). Proposals must be submitted electronically via i-Deal LLC's ("i-Deal") Parity Electronic Bid Submission System ("PARITY"), a division of Thomson Information Services, Inc., in the manner described below, for the purchase of all, but not less than all, of $_____* principal amount of the Notes. In the event that the sale has not been awarded by the designated time, bids will be received at a subsequent time and date to be determined by the Orcutt Union School District (the "District") and publicized via the Bond Buyer or the Bond Buyer Wire or Thomson Municipal Market Monitor (www.tm3.com).

I. Issue:

The Notes will be dated the date of delivery, will be in the denomination of $5,000 principal amount each, or integral multiples thereof, and will bear interest from the date of delivery of the Notes to the maturity of each of the Notes at the rate such that the true interest cost (the "TIC") shall not exceed ___%, with interest payable semiannually on April 1 and October 1 of each year during the term of each of the Notes, commencing October 1, 2021. The Notes will mature on October 1 in each of the years set forth in the following schedule:

Maturity Date	**Principal Amount***

II. Option to Elect Term Notes:

The purchaser may elect to combine any number of consecutive maturities of Notes for which an identical interest rate has been specified to comprise term notes by indicating such an election in their bid. The election to create term notes in such manner will require the creation of a mandatory sinking fund so that the sinking fund redemption payments shall equal the corresponding serial note maturity amounts.

* Preliminary, subject to change.

III. Adjustment of Principal Amounts:

The estimated principal amount of each maturity of Notes set forth above reflect certain assumptions of the District and the Municipal Advisor with respect to the likely interest rates of the winning bid or bids. Following the determination of the successful bidder or bidders, the Municipal Advisor, on behalf of the District, reserves the right to increase or decrease the principal amount of each maturity of the Notes, in $5,000 increments of principal amount or eliminate maturities in their entirety. Such adjustment shall be made within 26 hours of the bid opening and in the sole discretion of the District, upon recommendation of the Municipal Advisor. In the event of any such adjustment, no rebidding or recalculation of the bids submitted will be required or permitted and the successful bid or bids may not be withdrawn, and the successful bidder will not be permitted to change the interest rate(s) in its bid for the Notes. The percentage compensation to be paid to the successful bidder will not change if the maturity schedule is adjusted.

IV. Interest Rates:

All bids for the purchase of the Notes must state the rate of interest to be paid for each maturity of Notes offered and bid price for such Notes. All Notes of the same maturity must bear the same rate of interest and no Note may bear more than one rate. The maximum interest rate bid for each maturity may not exceed _____ percent (__%), and the TIC may not exceed _____ (__%). Bidders may specify any number of different rates to be borne on the Notes; provided that, all interest rates must be in multiples of 1/8 or 1/20 of one percent and a zero rate of interest cannot be specified. Interest will be computed on the basis of a 360-day year consisting of twelve, 30-day months.

V. Redemption:

The Notes are not subject to optional redemption prior to their respective stated maturity dates.

VI. Reserved.

VII. Costs of Issuance:

The winning bidder will not be required to pay any costs of issuance associated with the Notes, except as described in Sections XVII and XXIV. Such costs of issuance, excluding the winning bidder's compensation, will be paid by the District solely from the aggregate proceeds of the Notes eligible to be deposited into the Building Fund (as such term is defined in the Preliminary Official Statement) held by Santa Barbara County on behalf of the District. The winning bidder's compensation will be paid by the District from the premium generated from the sale of the Notes. The District reserves the right to instruct the winning bidder of the Notes to retain from the premium generated from the sale of the Notes an amount equal to the winning bidder's compensation. The District further reserves the right to instruct the winning bidder to wire a portion of the purchase price, in an amount not to exceed 2.0% of the principal amount of the Notes, to U.S. Bank National Association, in its capacity as costs of issuance custodian for the Notes.

[By the submission of its bid pursuant to the provisions hereof, each bidder will be deemed to have represented that its underwriting discount shall not exceed ___% of the principal amount of the Notes.]

VIII. Premium/Discount Notes:

The District has elected to deposit the premium generated from the sale of the Notes, net of the winning bidder's compensation, into the Debt Service Fund for the Notes (as such term is defined in the Preliminary Official Statement) established therefor, to be used to pay interest on the Notes. Premium deposited into the Debt Service Fund may not be used to pay principal of the Notes.

[Bidders may not bid a purchase price (calculated as principal plus premium minus the bidder's compensation) of more than ___% or less than ___% of the aggregate principal amount of the Notes.]

IX. Registration of Notes as to Principal and Interest and Place of Payment:

The Notes, when delivered, will be registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). DTC will act as securities depository of the Notes. Individual purchases will be made in book-entry form only, in the denominations of $5,000 principal amount and integral multiples thereof. Purchasers will not receive physical certificates representing their interest in the Notes purchased. Principal of and interest on the Notes are payable in lawful money of the United States of America and will be paid to DTC which in turn will remit such amounts to the beneficial owners of the Notes through DTC's Participants, as described in the Preliminary Official Statement.

X. Authority:

The Notes will be issued pursuant to Article 3 of Chapter 1 of Part 10 of Division 1 of Title 1 of the Education Code (comprising Section 15150) and pursuant to a resolution adopted by the District's Board of Trustees on February 10, 2021.

XI. Security:

The Notes are obligations of the District payable from (i) proceeds of the sale of bonds authorized at a duly called election held in the District on November 8, 2016 and thereafter canvassed pursuant to law, at which the requisite 55% or more of the persons voting on the proposition voted to authorize the issuance and sale of $60,000,000 principal amount of general obligation bonds of the District (the "2016 Authorization"), (ii) proceeds of the sale of bond anticipation notes in renewal of the Notes, or (iii) other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes is also payable from an *ad valorem* property tax lawfully levied to pay such interest when due.

XII. Form of Bid:

All bids must be submitted electronically via PARITY, pursuant to the procedures described below, and all such bids shall be deemed to constitute a Bid for Purchase of the Notes and shall be deemed to incorporate by reference all of the terms and conditions of this Notice Inviting Proposals for Purchase of Notes. The submission of a bid electronically via PARITY shall constitute and be deemed the bidder's signature on the Bid for Purchase of the Notes.

XIII. Procedures Regarding Electronic Bidding:

Bids must be submitted electronically via PARITY in accordance with this Notice Inviting Proposals for Purchase of Notes, until [9:00] a.m., Pacific Daylight Time, on _____, 2021, but no

bid will be received after the time for receiving bids specified above. To the extent any instructions or directions set forth in PARITY conflict with this Notice Inviting Proposals for Purchase of Notes, the terms of this Notice Inviting Proposals for Purchase of Notes shall control. For further information about PARITY, potential bidders may contact the District's Municipal Advisor, Timothy Carty of Piper Sandler & Co. at (310) 702-1530 or timothy.p.carty@psc.com, or PARITY at i-Deal at (212) 849-5021. In the event that a bid for the Notes is submitted via PARITY, the bidder further agrees that:

1. Once the bids are communicated electronically via PARITY to the District as described herein, each bid will constitute a Bid for Purchase of the Notes and shall be deemed to be an irrevocable offer to purchase the Notes on the terms provided in this Notice Inviting Proposals for Purchase of Notes. If a bid submitted electronically via PARITY is accepted by the District, the terms of the Bid for Purchase of the Notes and the Notice Inviting Proposals for Purchase of Notes and the information that is electronically transmitted through PARITY (including information about the purchase price of the Notes, the coupon interest rate or rates to be borne by the various maturities of the Notes, the initial public offering price of each maturity and any other information included in such transmission) shall form a contract and the successful bidder shall be bound by the terms of such contract.

2. PARITY is not an agent of the District, and the District shall have no liability whatsoever based on any bidder's use of PARITY, including but not limited to any failure by PARITY to correctly or timely transmit information provided by the District or information provided by the bidder.

3. The District may choose to discontinue use of electronic bidding via PARITY by issuing a notification to such effect via PARITY's internet site (www.tm3.com) no later than 1:00 P.M. (Pacific Daylight Time) on the last business day prior to the date of sale. In such case, a substitute bidding arrangement will be described in an amended Notice Inviting Proposals for Purchase of Notes.

4. For purposes of submitting all Bids for Purchase of the Notes, the time as maintained on PARITY shall constitute the official time. No bid received after the deadline shall be considered. In any case, each bid must be in accordance with the terms and conditions set forth in this official Notice Inviting Proposals for Purchase of Notes.

5. Each bidder shall be solely responsible to make necessary arrangements to access PARITY for purposes of submitting its bid in a timely manner and in compliance with this Notice Inviting Proposals for Purchase of Notes. Neither the District nor i-Deal shall have any duty or obligation to undertake such registration to bid for any prospective bidder or to provide or assure such access to any qualified prospective bidder, and neither the District nor i-Deal shall be responsible for a bidder's failure to register to bid or for proper operation of, or have any liability for any delays or interruptions of, or any damages caused by, PARITY. The District is using PARITY as a communication mechanism, and not as the District's agent, to conduct the electronic bidding for the Notes. By using PARITY, each bidder agrees to hold the District harmless for any harm or damages caused to such bidder in connection with its use of PARITY for bidding on the Notes.

XIV. Estimate of True Interest Cost:

Bidders are requested (but not required) to supply an estimate of the total true interest cost to the District on the basis of their respective bids, which shall be considered as informative only and not binding on either the bidder or the Board of Trustees of the District.

XV. No Good Faith Deposit:

The successful bidder will not be required to provide a good faith deposit prior to the official award.

XVI. Qualification for Sale; Blue Sky:

The purchaser will assume responsibility for taking any action necessary to qualify the Notes for offer and sale in jurisdictions other than the State of California, and for complying with the laws of all jurisdictions on resale of the Notes, and shall indemnify, defend and hold harmless the District and their respective officers and officials from any loss or damage resulting from any failure to comply with any such law. Compliance with Blue Sky Laws shall be the sole responsibility of the purchaser, and the purchaser shall pay all fees and disbursements related to the qualification of the bonds for sale under the securities or Blue Sky laws of various jurisdictions. The District will furnish such information and take such action not inconsistent with law as the purchaser may request and the District shall deem necessary or appropriate to qualify the Notes for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions of the United States of America as may be designated by the purchaser, provided, however, that the District shall not execute a general or special consent to service of process or qualify to do business in connection with such qualification or determination in any jurisdiction. The purchaser will not offer to sell, or solicit any offer to buy, the Notes in any jurisdiction where it is unlawful for such purchaser to make such offer, solicitation or sale, and the purchaser shall comply with the Blue Sky and other securities laws and regulations of the states and jurisdictions.

XVII. CUSIP Numbers and Other Fees:

The Municipal Advisor has applied for CUSIP numbers and the CUSIP numbers will be printed on the Notes. The cost of the printing thereof and service bureau assignment will be the District's responsibility. Any delay, error or omission with respect thereto will not constitute cause for the purchaser to refuse to accept delivery of and pay for the Notes. The successful bidder shall also be required to pay all fees required by The Depository Trust Company, Bond Market Association, Municipal Securities Rulemaking Board, and any other similar entity imposing a fee in connection with the issuance of the Notes (see, "—California Debt and Investment Advisory Commission" below).

XVIII. Legal Opinion:

The Notes are sold with the understanding that the purchaser will be furnished with the approving opinion of Bond Counsel, Stradling Yocca Carlson & Rauth, a Professional Corporation. A copy of the opinion will be attached to the Notes. Said attorneys have been retained by the District as Bond Counsel and in such capacity are to render their opinion only upon the legality of the Notes under State of California law and on the exemption of the interest income on such Notes from federal and State of California income taxes. Fees of Bond Counsel will be paid by the District from the costs of issuance.

XIX. Tax-Exempt Status:

In the opinion of Bond Counsel, based on existing statutes, regulations, rulings and judicial decisions and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Notes is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond

Counsel, interest (and original issue discount) on the Notes is exempt from State of California personal income tax.

Should changes in the law cause Bond Counsel's opinion to change prior to delivery of the Notes to the purchaser, the purchaser will be relieved of its responsibility to pick up and pay for the Notes.

XX. Establishment of Issue Price:

(a) The winning bidder shall assist the District in establishing the issue price of the Notes and shall execute and deliver to the District at Closing an "issue price" or similar certificate setting forth the reasonably expected initial offering price to the public or the sales price or prices of the Notes, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Exhibit A, with such modifications as may be appropriate or necessary, in the reasonable judgment of the winning bidder, the District and Bond Counsel, including, but not limited to, modifications in the event that the Competitive Sale Requirements (defined below) are not satisfied. All actions to be taken by the District under this Notice Inviting Proposals for Purchase of Notes (this "Notice Inviting Proposals") to establish the issue price of the Notes may be taken on behalf of the District by the Municipal Advisor and any notice or report to be provided to the District may be provided to the Municipal Advisor.

(b) The District intends that the provisions of Treasury Regulation Section 1.148-1(f)(3)(i) (defining "Competitive Sale" for purposes of establishing the issue price of the Notes) will apply to the initial sale of the Notes (the "Competitive Sale Requirements") because:

1. the District shall disseminate this Notice Inviting Proposals to potential underwriters in a manner that is reasonably designed to reach potential underwriters;

2. all bidders shall have an equal opportunity to bid;

3. the District may receive bids from at least three underwriters of municipal bonds who have established industry reputations for underwriting new issuances of municipal bonds; and

4. the District anticipates awarding the sale of the Notes to the bidder who submits a firm offer to purchase the Notes at the highest price (or lowest TIC), as set forth in this Notice Inviting Proposals.

Any bid submitted pursuant to this Notice Inviting Proposals shall be considered a firm offer for the purchase of the Notes, as specified in the bid**.**

(c) In the event that the Competitive Sale Requirements are not satisfied, the District shall so advise the winning bidder. The District may determine to treat (i) the first price at which 10% of a maturity of the Notes (the "10% Test") is sold to the public as the issue price of that maturity and/or (ii) the initial offering price to the public as of the sale date of any maturity of the Notes as the issue price of that maturity (the "hold-the-offering-price rule"), in each case applied on a maturity-by-maturity basis (and if different interest rates apply within a maturity, to each separate CUSIP number within that maturity). The winning bidder shall advise the District if any maturity of the Notes satisfies the 10% Test as of the date and time of the award of the Notes. The District shall promptly advise the

winning bidder, at or before the time of award of the Notes, which maturities (and if different interest rates apply within a maturity, which separate CUSIP number within that maturity) of the Notes shall be subject to the 10% Test or shall be subject to the hold-the-offering-price rule. Bids will not be subject to cancellation in the event that the District determines to apply the hold-the-offering-price rule to any maturity of the Notes. Bidders should prepare their bids on the assumption that some or all of the maturities of the Notes will be subject to the hold-the-offering-price rule in order to establish the issue price of the Notes.

(d) By submitting a bid, the winning bidder shall (i) confirm that the underwriters have offered or will offer the Notes to the public on or before the date of award at the offering price or prices (the "initial offering price"), or at the corresponding yield or yields, set forth in the bid submitted by the winning bidder and (ii) agree, on behalf of the underwriters participating in the purchase of the Notes, that the underwriters will neither offer nor sell unsold Notes of any maturity to which the hold-the-offering-price rule shall apply to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

1. the close of the fifth (5^{th}) business day after the sale date; or

2. the date on which the underwriters have sold at least 10% of that maturity of the Notes to the public at a price that is no higher than the initial offering price to the public.

The winning bidder shall promptly advise the District when the underwriters have sold 10% of that maturity of the Notes to the public at a price that is no higher than the initial offering price to the public, if that occurs prior to the close of the fifth (5th) business day after the sale date.

(e) If the Competitive Sale Requirements are not satisfied, then until the 10% Test has been satisfied as to each maturity of the Notes, the winning bidder agrees to promptly report to the District the prices at which the unsold Notes of that maturity have been sold to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until the 10% Test has been satisfied as to the Notes of that maturity or until all Notes of that maturity have been sold.

(f) The District acknowledges that, in making the representation set forth above, the winning bidder will rely on (i) the agreement of each underwriter to comply with the hold-the-offering-price rule, as set forth in an agreement among underwriters and the related pricing wires, (ii) in the event a selling group has been created in connection with the initial sale of the Notes to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, as set forth in a selling group agreement and the related pricing wires, and (iii) in the event that an underwriter is a party to a retail distribution agreement that was employed in connection with the initial sale of the Notes to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, as set forth in the retail distribution agreement and the related pricing wires.

(g) By submitting a bid, each bidder confirms that: (i) any agreement among underwriters, any selling group agreement and each retail distribution agreement (to which the bidder is a party) relating to the initial sale of the Notes to the public, together with the related pricing wires, contains or will contain language obligating each underwriter, each dealer who is a member of the selling group, and each broker-dealer that is a party to such retail distribution agreement, as applicable, to (A) report the prices at which it sells to the public the unsold Notes of each maturity allotted to it until it is notified

by the winning bidder that either the 10% Test has been satisfied as to the Notes of that maturity or all Notes of that maturity have been sold to the public and (B) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the winning bidder and as set forth in the related pricing wires, and (ii) any agreement among underwriters relating to the initial sale of the Notes to the public, together with the related pricing wires, contains or will contain language obligating each underwriter that is a party to a retail distribution agreement to be employed in connection with the initial sale of the Notes to the public to require each broker-dealer that is a party to such retail distribution agreement to (A) report the prices at which it sells to the public the unsold Notes of each maturity allotted to it until it is notified by the winning bidder or such underwriter that either the 10% Test has been satisfied as to the Notes of that maturity or all Notes of that maturity have been sold to the public and (B) comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the winning bidder or such underwriter and as set forth in the related pricing wires.

(h) Sales of any Notes to any person that is a related party to an underwriter shall not constitute sales to the public for purposes of this Notice Inviting Proposals. Further, for purposes of this Notice Inviting Proposals:

1. "public" means any person other than an underwriter or a related party,

2. "underwriter" means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Notes to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Notes to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Notes to the public),

3. a purchaser of any of the Notes is a "related party" to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) at least 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and

4. "sale date" means the date that the Notes are awarded by the District to the winning bidder.

XXI. Award:

If the Notes are awarded on the date of sale, the Notes will be awarded to the responsible bidder submitting the best responsive bid, considering the coupon interest rate or rates and the purchase price specified in the bid. The best bid will be the bid that conforms with the provisions of this Notice Inviting Proposals for Purchase of Notes and represents the lowest TIC to the District for the Notes, taking into consideration the interest rate specified, and premium thereon, if any. The TIC is the discount rate that, when compounded semiannually and used to discount all debt service payments on the Notes back to the

date of delivery of such Notes, results in an amount equal to the purchase price bid for said Notes. In the event that two or more bidders offer bids for the Notes at the same lowest TIC, the District will determine by lottery which bidder will be awarded the Notes. For the purpose of calculating the TIC, the mandatory sinking fund payments, if any, shall be treated as serial maturities in such years. The determination of the bid representing the lowest TIC will be made without regard to any adjustments made or contemplated to be made after the award by the Municipal Advisor on behalf of the District, as described herein under "Adjustment of Principal Amounts," even if such adjustments have the effect of raising the TIC of the successful bid to a level higher than the bid containing the next lowest TIC prior to adjustment.

XXII. Prompt Award:

The Assistant Superintendent of Business Services or Superintendent of the District, or his or her designee, will take action awarding the Notes or rejecting all bids not later than twenty-six (26) hours after the expiration of the time herein prescribed for the receipt of bid proposals, unless such time of award is waived by the successful bidder. Notice of the award will be given promptly to the successful bidder.

XXIII. Delivery:

Delivery of the Notes will be made to the purchaser through DTC upon payment of the purchase price in federal funds payable to or for the account of the District at the Santa Barbara County Treasurer-Tax Collector, together with any wire in connection with the costs of issuance pursuant to Section VII hereof, all in accordance with such wire instructions as shall be provided by the District to the purchaser. The Closing will take place at the offices of Stradling Yocca Carlson & Rauth, a Professional Corporation, 44 Montgomery Street, Suite 4200, San Francisco, California 94104, or at the purchaser's request and expense, at any other place mutually agreeable to both the District and the purchaser, on _____ ___, 2021.

XXIV. California Debt and Investment Advisory Commission:

The successful bidder will be required, pursuant to State of California law, to pay any fees to the California Debt and Investment Advisory Commission ("CDIAC"). CDIAC will invoice the successful bidder after the closing of the Notes.

XXV. No Litigation and Non-Arbitrage:

The District will deliver a certificate stating that no litigation is pending affecting the issuance and sale of the Notes. The District will also deliver an arbitrage certificate covering its reasonable expectations concerning the Notes and the use of proceeds thereof.

XXVI. Official Statement:

The District will make available a Preliminary Official Statement relating to the Notes, a copy of which, along with related documents, will be furnished upon request made to Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245, Attn: Timothy Carty, timothy.p.carty@psc.com, the District's Municipal Advisor, or telephoned to said Municipal Advisor at (310) 297-6011. Such Preliminary Official Statement, together with any supplements thereto, shall be in a form "deemed final" by the District for the purposes of Securities and Exchange Commission Rule

15c2-12(b)(1), but is subject to revision, amendment and completion in a final version thereof (the "Official Statement").

Each bidder must read the entire Preliminary Official Statement prior to bidding on the Notes, to obtain information essential to the making of an informed decision to bid. This Notice Inviting Proposals for Purchase of Notes contains certain information for general reference only, and is not a complete summary of the issue. The Internet posting of the Preliminary Official Statement does not constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of, the securities described in the Preliminary Official Statement, in any jurisdiction in which such offer, solicitation, or sale would be unlawful prior to registration or qualification under the securities laws of any such jurisdiction.

Copies of the Official Statement will be made available to the purchaser without charge, up to an amount of 10 copies, within seven business days of the date of sale and additional copies will be made available upon request at the purchaser's expense.

The District will deliver, at the closing, a certificate executed by an authorized officer of the District, acting in their official capacity, to the effect that the Official Statement does not contain any untrue statement of a material fact, or omit to state a material fact necessary to make the statements therein, in light of the circumstances under which they are made, not misleading.

The District undertakes that for a certain period of up to twenty-five (25) days following the end of the "underwriting period" as defined in Rule 15c2-12(b)(5) promulgated under the Securities Exchange Act of 1934 (the "Rule"), it will (i) apprise the winning bidder if any event shall occur, or information comes to the attention of the District that, in the reasonable judgment of the District, is reasonably likely to cause the Official Statement (whether or not previously supplemented or amended) to contain any untrue statement of a material fact or to omit to state a material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, and (ii) if requested by the winning bidder, prepare a supplement to the final Official Statement with respect to such event or information. The District will presume, unless notified in writing by the winning bidder, that the end of the underwriting period will occur on the date of the delivery of the Notes. By making a bid on the Notes, the winning bidder agrees (i) to disseminate to all members of the underwriting syndicate, if any, copies of the final Official Statement, including any supplements prepared by the District, and to file a copy of the final Official Statement, including any supplements prepared by the District, with the Municipal Securities Rulemaking Board (the "MSRB") through its Electronic Municipal Market Access ("EMMA") system (as provided by the Rule) within one business day after receipt thereof from the District or its designee, but in any event, no later than the date of closing and (ii) to take any and all other actions necessary to comply with the applicable rules of the Securities and Exchange Commission and the MSRB governing the offering, sale and delivery of the Notes to the ultimate purchasers.

XXVII. Continuing Disclosure:

In order to assist bidders in complying with the Rule, the District will undertake in a Continuing Disclosure Certificate to provide certain annual financial information and notices of the occurrence of events enumerated therein. A description of this undertaking and a form of the Continuing Disclosure Certificate are included in the Preliminary Official Statement.

XXVIII. Rating:

S&P Global Ratings, a business unit of Standard & Poor's Financial Services LLC has assigned to the Notes the rating shown on the cover page of the Preliminary Official Statement or, if not so indicated, will be available upon request from the Municipal Advisor. Such rating reflects only the views of such organization and an explanation of the significance of such rating may be obtained from such agency as follows: S&P Global Ratings, 55 Water Street, New York, New York 10041. There is no assurance that the rating will continue for any given period of time or that it will not be revised downward or withdrawn entirely by the rating agency, if, in the judgment of such agency, circumstances so warrant. Any such downward revision or withdrawal of such rating may have an adverse effect on the market price of the Notes.

XXIX. Right to Cancel, Postpone, or Reschedule Sale:

The District reserves the right to cancel, postpone or reschedule the sale of the Notes upon notice given through the Bloomberg News Service, Thomson Municipal Market Monitor (www.tm3.com) or *The Bond Buyer* not later than 1:00 p.m. (Pacific Daylight Time) on the day prior to the date bids are to be received. If the sale is postponed, bids will be received at the place set forth above, at the date and time as the District shall determine. Notice of the new sale date and time, if any, will be given through Bloomberg News Service, Thomson Municipal Market Monitor (www.tm3.com) or *The Bond Buyer* no later than twenty-three (23) hours prior to the new time bids are to be received. As an accommodation to bidders, telephone or fax notice of the postponement of the sale date and of the new sale date will be given to any bidder requesting such notice from the Municipal Advisor. Failure of any bidders to receive such notice shall not affect the legality of the sale.

XXX. Reserved.

XXXI. Additional Information:

Copies of the Notice Inviting Proposals for Purchase of Notes, and the Preliminary Official Statement relating to the Notes will be furnished to any bidder upon request made to Piper Sandler & Co., Attn: Timothy Carty, phone: (310) 702-1530, timothy.p.carty@psc.com, the Municipal Advisor to the District.

Dated: _____ ___, 2021

ORCUTT UNION SCHOOL DISTRICT

By:_____
Assistant Superintendent of Business Services

EXHIBIT A

$_____
ORCUTT UNION SCHOOL DISTRICT
(Santa Barbara County, California)
2021 General Obligation Bond Anticipation Notes

CERTIFICATE OF THE PURCHASER

The undersigned, on behalf of _____, hereby certifies as set forth below with respect to the sale of the above-captioned obligations (the "Notes").

1. ***Reasonably Expected Initial Offering Price***.

(a) As of the Sale Date, the reasonably expected initial offering prices of the Notes to the Public by _____ are the prices listed in Schedule A (the "Expected Offering Prices"). The Expected Offering Prices are the prices for the Maturities of the Notes used by _____ in formulating its bid to purchase the Notes. Attached as Schedule B is a true and correct copy of the bid provided by _____ to purchase the Notes.

(b) _____ was not given the opportunity to review other bids prior to submitting its bid.[1]

(c) The bid submitted by _____ constituted a firm offer to purchase the Notes.

2. ***Defined Terms***.

(a) *Maturity* means Notes with the same credit and payment terms. Notes with different maturity dates, or Notes with the same maturity date but different stated interest rates, are treated as separate Maturities.

(b) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term "related party" for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(c) *Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Notes. The Sale Date of the Notes is _____, 2021

(d) *Underwriter* means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Notes to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the

[1] Treas. Reg. §1.148-1(f)(3)(i)(B) requires that all bidders have an equal opportunity to bid to purchase bonds. If the bidding process affords an equal opportunity for bidders to review other bids prior to submitting their bids, then this representation should be modified to describe the bidding process.

Notes to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Notes to the Public).

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents _____'s interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Orcutt Union School District (the "District") with respect to certain of the representations set forth in the Tax Certificate and with respect to compliance with the federal income tax rules affecting the Notes, and by Stradling, Yocca, Carlson & Rauth, a Professional Corporation, Bond Counsel, in connection with rendering its opinion that the interest on the Notes is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G, and other federal income tax advice that it may give to the District from time to time relating to the Notes.

_____, as Underwriter

By:_____

Name:_____

Dated: _____, 2021

SCHEDULE A

EXPECTED OFFERING PRICES

(*Attached*)

SCHEDULE B

COPY OF UNDERWRITER'S BID

(*Attached*)

EXHIBIT C

NOTICE OF INTENTION TO SELL

$_____*
ORCUTT UNION SCHOOL DISTRICT
(Santa Barbara County, California)
2021 General Obligation Bond Anticipation Notes

NOTICE IS HEREBY GIVEN that the Orcutt Union School District (the "District"), in Santa Barbara County, California, intends to offer for public sale on _____, 2021, at the hour of [9:00] a.m. Pacific Time, at the office of Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245 not to exceed $_____* principal amount of general obligation bonds of the District designated "Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes" (the "Bonds"). Within 26 hours, the Superintendent or Assistant Superintendent of Business Services of the District will consider the bids received and, if acceptable bids are received, which comply with the provisions of the Notice Inviting Proposals for Purchase of the Bonds described below, award the sale of the Bonds on the basis of the true interest cost. In the event that no bids are awarded by the designated time, proposals will be received at a subsequent time and date to be determined by the District and publicized via PARITY, the Bond Buyer Wire, or Thomson Municipal Market Monitor (www.tm3.com).

NOTICE IS HEREBY FURTHER GIVEN that the Bonds will be offered for public sale subject to the terms and conditions of the Notice Inviting Proposals for Purchase of the Bonds, dated _____ ___, 2021 (the "Notice Inviting Proposals for Purchase of Notes"). Copies of the Preliminary Official Statement for the Notes and Notice Inviting Proposals for Purchase of Notes will be furnished upon request made to Piper Sandler & Co., 2321 Rosecrans Avenue, Suite 3200, El Segundo, California 90245, Attn: Timothy Carty, phone: (310) 297-6011, e-mail: timothy.p.carty@psc.com, the Municipal Advisor to the District for the Bonds.

Dated: _____ ___, 2021

ORCUTT UNION SCHOOL DISTRICT

By:_____
Assistant Superintendent of Business Services

* Preliminary, subject to change.

This Preliminary Official Statement and the information contained herein are subject to completion or amendment. These securities may not be sold, nor may offers to buy them be accepted, prior to the time the Official Statement is delivered in final form. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of, these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful.

PRELIMINARY OFFICIAL STATEMENT DATED _____, 2021

NEW ISSUE—FULL BOOK-ENTRY **RATING: S&P: "_____"**
See "MISCELLANEOUS – Rating" herein

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California ("Bond Counsel"), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Notes is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Notes is exempt from State of California personal income tax. See "TAX MATTERS" herein with respect to tax consequences relating to the Notes.

$_____*
ORCUTT UNION SCHOOL DISTRICT
(Santa Barbara County, California)
2021 General Obligation Bond Anticipation Notes

Dated: Date of Delivery **Due: October 1, 2023***

This cover page contains certain information for general reference only. It is not a summary of this issue. Investors must read the entire Official Statement to obtain information essential to the making of an informed investment decision. Capitalized terms used on this cover page not otherwise defined shall have the meanings set forth herein.

The Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes (the "Notes") are an obligation of the Orcutt Union School District (the "District"). The Notes are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) pay the costs of issuing the Notes. The Notes are being issued in anticipation of the receipt of proceeds of general obligation bonds (the "Bonds") to be issued pursuant to a duly called election of the registered voters of the District held on November 8, 2016, at which the requisite 55% or more of the persons voting on the proposition voted to authorize the issuance and sale of $60,000,000 principal amount of general obligation bonds of the District (the "2016 Authorization").

The Notes are payable from (i) proceeds of the sale of Bonds issued pursuant to the 2016 Authorization, (ii) proceeds of the sale of bond anticipation notes in renewal of the Notes (the "Renewal Notes"), or (iii) other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes is also payable from an *ad valorem* property tax lawfully levied within the District to pay such interest when due. The District has covenanted in its resolution authorizing the issuance of the Notes to take all actions required to authorize, sell and issue Bonds, Renewal Notes, certificates of participation, or a combination thereof, on or before the maturity date for the Notes, in an aggregate principal amount sufficient to pay the principal of and interest on the Notes coming due and payable. See "THE NOTES – Security and Sources of Payment" herein.

The Notes will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). Purchasers of the Notes (the "Beneficial Owners") will not receive physical certificates representing their interest in the Notes, but will instead receive credit balances on the books of their respective nominees. See "THE NOTES – Book-Entry Only System" herein.

The Notes will be issued as current interest notes. Interest on the Notes accrues from the date of delivery of the Notes (the "Date of Delivery"), and is payable semiannually on April 1 and October 1 of each year, commencing on October 1, 2021.

Payments of principal of and interest on the Notes will be made by U.S. Bank National Association, as the designated Paying Agent, to DTC for subsequent disbursement to DTC Participants (as defined herein) who will remit such payments to the Beneficial Owners of the Notes. See "THE NOTES – Book-Entry Only System" herein.

Investment in the Notes involves certain risks that could affect the ability of the District to pay the principal of and interest on the Notes when due. See "THE NOTES – Risk Factors" herein for a discussion of certain risk factors that should be considered, in addition to other matters set forth herein, in evaluating an investment in the Notes.

The Notes are not subject to redemption prior to maturity. See "THE NOTES – Redemption" herein.

Maturity Schedule*

Maturity (October 1)	Principal Amount	Interest Rate	Yield	CUSIP[1]

*Pursuant to the terms of a public sale on _____, 2021, the Notes were awarded to the Underwriter at a True Interest Cost of _____%. The Notes are being offered when, as and if issued and received by the Underwriter, subject to the approval of legality by Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, Bond Counsel. Stradling Yocca Carlson & Rauth, a Professional Corporation is also acting as Disclosure Counsel to the District. The Notes, in book-entry form, will be available through the facilities of The Depository Trust Company in New York, New York, on or about _____, 2021.**

Dated: _____ ___, 2021

* Preliminary, subject to change.

[1] CUSIP is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services, managed by Standard & Poor's Financial Services LLC on behalf of The American Bankers Association. This data is not intended to create a database and does not serve in any way as a substitute for the CUSIP Services. Neither the Underwriter nor the District is responsible for the selection or correctness of the CUSIP numbers set forth herein.

This Official Statement does not constitute an offering of any security other than the original offering of the Notes of the District. No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained in this Official Statement, and if given or made, such other information or representation not so authorized should not be relied upon as having been given or authorized by the District.

The issuance and sale of the Notes have not been registered under the Securities Act of 1933 or the Securities Exchange Act of 1934, both as amended, in reliance upon exemptions provided thereunder by Sections 3(a)2 and 3(a)12, respectively, for the issuance and sale of such municipal securities. This Official Statement does not constitute an offer to sell or a solicitation of an offer to buy in any state in which such offer or solicitation is not authorized or in which the person making such offer or solicitation is not qualified to do so or to any person to whom it is unlawful to make such offer or solicitation.

Certain information set forth herein has been obtained from sources outside of the District which are believed to be reliable, but such information is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Notes referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

When used in this Official Statement and in any continuing disclosure by the District in any press release and in any oral statement made with the approval of an authorized officer of the District or any other entity described or referenced in this Official Statement, the words or phrases "will likely result," "are expected to," "will continue," "is anticipated," "estimate," "project," "forecast," "expect," "intend" and similar expressions identify "forward looking statements" within the meaning of the Private Securities Litigation Reform Act of 1995. Such statements are subject to risks and uncertainties that could cause actual results to differ materially from those contemplated in such forward-looking statements. Any forecast is subject to such uncertainties. Inevitably, some assumptions used to develop the forecasts will not be realized and unanticipated events and circumstances may occur. Therefore, there are likely to be differences between forecasts and actual results, and those differences may be material.

The Underwriter has provided the following sentence for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

The Underwriter has provided the following information for inclusion in this Official Statement:

IN CONNECTION WITH THIS OFFERING, THE UNDERWRITER MAY OVERALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICE OF THE NOTES AT A LEVEL ABOVE THAT WHICH MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME. THE UNDERWRITER MAY OFFER AND SELL THE NOTES TO CERTAIN SECURITIES DEALERS AND DEALER BANKS AND BANKS ACTING AS AGENT AT PRICES LOWER THAN THE PUBLIC OFFERING PRICES STATED ON THE COVER PAGE HEREOF AND SAID PUBLIC OFFERING PRICES MAY BE CHANGED FROM TIME TO TIME BY THE UNDERWRITER.

The District maintains a website. However, the information presented on the District's website is not incorporated into this Official Statement by any reference, and should not be relied upon in making investment decisions with respect to the Notes.

References to website addresses presented herein are for informational purposes only and may be in the form of a hyperlink solely for the reader's convenience. Unless specified otherwise, such websites and the information or links contained therein are not incorporated into, and are not part of, this final official statement for purposes of, and as that term is defined in, SEC rule 15c2-12.

ORCUTT UNION SCHOOL DISTRICT

Board of Trustees

Melanie Waffle, *President*
Mark Stellar, *Clerk*
Shaun Henderson, *Member*
Lisa Morinini, *Member*
Liz Phillips, *Member*

District Administration

Dr. Holly Edds, *Superintendent*
Dr. Nicholas Taylor, *Assistant Superintendent of Business Services*

PROFESSIONAL SERVICES

Bond Counsel and Disclosure Counsel

Stradling Yocca Carlson & Rauth,
a Professional Corporation
San Francisco, California

Municipal Advisor

Piper Sandler & Co.
El Segundo, California

Paying Agent, Registrar and Transfer Agent

U.S. Bank National Association
Los Angeles, California

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$_____[*]
ORCUTT UNION SCHOOL DISTRICT
(Santa Barbara County, California)
2021 General Obligation Bond Anticipation Notes

INTRODUCTION

This Official Statement, which includes the cover page, inside cover and appendices hereto, provides information in connection with the sale of the Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes (the "Notes").

This Introduction is not a summary of this Official Statement. It is only a brief description of and guide to, and is qualified by, more complete and detailed information contained in the entire Official Statement, including the cover page, inside cover, and appendices hereto, and the documents summarized or described herein. A full review should be made of the entire Official Statement. The offering of the Notes to potential investors is made only by means of the entire Official Statement.

The District

The Orcutt Union School District (the "District") is located in northern Santa Barbara County (the "County"), on the central coast between Los Angeles and San Francisco. Originally established in 1884, the District now covers an area of approximately 222.3 square miles. The District serves students from unincorporated portions of the County in the suburbs of the City of Santa Maria, including the unincorporated communities of Orcutt, Casmalia and Los Alamos. The District operates five elementary schools serving kindergarten through sixth grade, one elementary school serving kindergarten through eighth grade, two junior high schools serving grades seven and eight, and one affiliated charter school operated by the District serving kindergarten through grade twelve. For fiscal year 2020-21, the District's enrollment is 3,952 students, its average daily attendance ("ADA") is projected to be 3,850 students, and taxable property within the District has an assessed valuation of $5,581,492,970. The ADA and enrollment figures shown above do not include students attending the District-sponsored charter school, and the District will be funded based on its 2019-20 ADA. See "DISTRICT FINANCIAL INFORMATION – State Funding of Education – Local Control Funding Formula" herein for additional information about the District's enrollment and ADA, and "ORCUTT UNION SCHOOL DISTRICT – Charter School" herein for additional information about the charter school.

As a result of the COVID-19 (as defined herein) pandemic, the District transitioned to distance learning in March 2020, and has provided distanced instruction for the 2020-21 school year, consistent with State mandates. See "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein. See also "TAX BASE OF THE DISTRICT –Assessed Valuations" herein regarding risks related to outbreaks of disease and other factors that may affect the assessed value of property within the District.

The District is governed by a five-member Board of Trustees (the "Board"), each member of which is elected to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. The management and policies of the District are administered by a Superintendent appointed by the Board who is responsible for day-to-day District operations as well as the supervision of the District's other personnel. Dr. Holly Edds is currently the District Superintendent.

See "ORCUTT UNION SCHOOL DISTRICT" and "DISTRICT FINANCIAL INFORMATION" herein for more information regarding the District.

[*] Preliminary, subject to change.

Purpose of the Notes

The Notes are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities, and (ii) pay the costs of issuing the Notes, in anticipation of the receipt of proceeds from general obligation bonds (the "Bonds") to be issued by the District pursuant to the 2016 Authorization (defined herein). See "APPLICATION OF NOTE PROCEEDS" and "ESTIMATED SOURCES AND USES OF FUNDS" herein.

Authority for Issuance of the Notes

The Notes are issued under the authority of the Education Code and other applicable law, and pursuant to a resolution adopted by the Board. See "THE NOTES – Authority for Issuance" herein.

Sources of Payment for the Notes

The Notes are obligations of the District payable from (i) proceeds of the sale of Bonds authorized at a duly called election held in the District on November 8, 2016 and thereafter canvassed pursuant to law, at which the requisite 55% or more of the persons voting on the proposition voted to authorize the issuance and sale of $60,000,000 principal amount of general obligation bonds of the District (the "2016 Authorization"), (ii) proceeds of the sale of bond anticipation notes in renewal of the Notes (the "Renewal Notes") or (iii) other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes is also payable from an *ad valorem* property tax lawfully levied to pay such interest when due. See "THE NOTES – Security and Sources of Payment" and "TAX BASE OF THE DISTRICT" herein.

The District has covenanted in the Resolution to take all actions required to authorize, sell, and issue Bonds, Renewal Notes, certificates of participation, or a combination thereof, on or before the maturity date for the Notes, in an aggregate principal amount which is sufficient to pay the principal of and interest on the Notes coming due and payable.

Investment in the Notes involves certain risks that could affect the ability of the District to pay the Notes when due. See "THE NOTES – Risk Factors" herein for a discussion of certain risk factors that should be considered, in addition to other matters set forth herein, in evaluating an investment in the Notes.

Description of the Notes

General. The Notes will be issued as current interest notes, and will bear periodic interest at the rate set forth on the cover page hereof. The Notes will be dated as of their date of delivery (the "Date of Delivery"). Interest on the Notes will accrue from the Date of Delivery, and will be payable semiannually on each April 1 and October 1 (each, a "Note Payment Date"), commencing October 1, 2021. The Notes mature on October 1, 2023* in the amount shown on the cover page hereof.

Payments of the principal of and interest on the Notes will be made by U.S. Bank National Association, Los Angeles, California, as the designated paying agent, bond registrar and transfer agent for the Notes (the "Paying Agent") to DTC for subsequent disbursement through DTC Participants (as defined herein) to the Beneficial Owners of the Notes.

Form and Registration. The Notes will be issued in fully registered book-entry form only, without coupons. The Notes will be initially registered in the name of Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"). DTC will act as securities depository of the Notes. See "THE NOTES – General Provisions" and "THE NOTES – Book-Entry Only System" herein. Purchasers

of the Notes (the "Beneficial Owners") will not receive physical certificates representing their interest in the Notes, but will instead receive credit balances on the books of their respective nominees.

So long as Cede & Co. is the registered owner of the Notes, as nominee of DTC, references herein to the "Owners," "Bondowners" or "Holders" of the Notes (other than under the caption "TAX MATTERS" herein and in APPENDIX A attached hereto) will mean Cede & Co. and will not mean the Beneficial Owners of the Notes.

Denominations. Individual purchases of interests in the Notes will be available to purchasers of the Notes in the denominations of $5,000 principal amount and any integral multiple thereof.

Redemption

The Notes are not subject to redemption prior to maturity.

Tax Matters

In the opinion of Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California ("Bond Counsel"), under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest (and original issue discount) on the Notes is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest (and original issue discount) on the Notes is exempt from State of California (the "State") personal income tax. See "TAX MATTERS" herein.

Offering and Delivery of the Notes

The Notes are offered when, as and if issued, subject to approval as to their legality by Bond Counsel. It is anticipated that the Notes in book-entry form will be available for delivery through the facilities of DTC on or about _____, 2021.*

Continuing Disclosure

The District will covenant for the benefit of the Owners and Beneficial Owners of the Notes to make available certain financial information and operating data relating to the District and to provide notices of the occurrence of certain listed events, in order to assist the Underwriter (as defined herein) in complying with Securities and Exchange Commission Rule 15c2-12(b)(5) (the "Rule"). See "LEGAL MATTERS – Continuing Disclosure" herein. The specific nature of the information to be made available and the notices of listed events required to be provided are described in "APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE NOTES" attached hereto.

Forward Looking Statements

Certain statements included or incorporated by reference in this Official Statement constitute "forward-looking statements" within the meaning of the United States Private Securities Litigation Reform Act of 1995, Section 21E of the United States Securities Exchange Act of 1934, as amended, and Section 27A of the United States Securities Act of 1933, as amended. Such statements are generally identifiable by the terminology used such as "plan," "expect," "estimate," "project," "budget," "intend," or other similar words. Such forward-looking statements include, but are not limited to, certain statements contained in the information regarding the District herein.

THE ACHIEVEMENT OF CERTAIN RESULTS OR OTHER EXPECTATIONS CONTAINED IN SUCH FORWARD-LOOKING STATEMENTS INVOLVE KNOWN AND UNKNOWN RISKS, UNCERTAINTIES AND OTHER FACTORS WHICH MAY CAUSE ACTUAL RESULTS, PERFORMANCE OR ACHIEVEMENTS DESCRIBED TO BE MATERIALLY DIFFERENT FROM ANY FUTURE RESULTS, PERFORMANCE OR ACHIEVEMENTS EXPRESSED OR IMPLIED BY SUCH FORWARD-LOOKING STATEMENTS. THE DISTRICT DOES NOT PLAN TO ISSUE ANY UPDATES OR REVISIONS TO THE FORWARD-LOOKING STATEMENTS SET FORTH IN THIS OFFICIAL STATEMENT.

Professionals Involved in the Offering

Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California, is acting as Bond Counsel and Disclosure Counsel to the District with respect to the Notes. Piper Sandler & Co., El Segundo, California is acting as Municipal Advisor to the District with respect to the Notes. Stradling Yocca Carlson & Rauth, a Professional Corporation and Piper Sandler & Co. will receive compensation from the District contingent upon the sale and delivery of the Notes.

Other Information

This Official Statement speaks only as of its date, and the information contained herein is subject to change.

Copies of documents referred to herein and information concerning the Notes are available from the Orcutt Union School District, 500 Dyer Street, Orcutt, California 93455, telephone: (805) 938-8900. The District may impose a charge for copying, mailing and handling.

No dealer, broker, salesperson or other person has been authorized by the District to give any information or to make any representations other than as contained herein and, if given or made, such other information or representations must not be relied upon as having been authorized by the District. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy nor shall there be any sale of the Notes by a person in any jurisdiction in which it is unlawful for such person to make such an offer, solicitation or sale.

This Official Statement is not to be construed as a contract with the purchasers of the Notes. Statements contained in this Official Statement which involve estimates, forecasts or matters of opinion, whether or not expressly so described herein, are intended solely as such and are not to be construed as representations of fact. The summaries and references to documents, statutes and constitutional provisions referred to herein do not purport to be comprehensive or definitive, and are qualified in their entireties by reference to each such documents, statutes and constitutional provisions.

Certain of the information set forth herein, other than that provided by the District, has been obtained from official sources which are believed to be reliable, but such information is not guaranteed as to accuracy or completeness, and is not to be construed as a representation by the District. The information and expressions of opinions herein are subject to change without notice and neither delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, create any implication that there has been no change in the affairs of the District since the date hereof. This Official Statement is submitted in connection with the sale of the Notes referred to herein and may not be reproduced or used, in whole or in part, for any other purpose.

Capitalized terms used but not otherwise defined herein shall have the meanings assigned to such terms in the Resolution (defined below).

THE NOTES

Authority for Issuance

The Notes are being issued under the authority of Article 3 of Chapter 1 of Part 10 of Division 1 of Title 1 of the Education Code (comprising Section 15150) (the "Act"), and pursuant to a resolution adopted by the Board on February 10, 2021 (the "Resolution").

Purpose of Issue

The Notes are being issued to (i) finance the acquisition, construction, modernization and equipping of District sites and facilities and (ii) pay the costs of issuing the Notes, in anticipation of the receipt of proceeds from Bonds to be issued by the District pursuant to the 2016 Authorization.

General Provisions

Book-Entry Form. The Notes will be delivered in fully registered in book-entry form, without coupons, and will be initially issued and registered in the name of Cede & Co., as nominee for DTC. Beneficial Owners will not receive physical certificates representing their interests in the Notes, but will instead receive credit balances on the books of their respective nominees. The Notes will be dated as of the Date of Delivery.

Redemption. The Notes are not subject to redemption prior to maturity.

Payment. The Notes will bear periodic interest at the rate set forth on the cover page hereof. Interest on the Notes accrues from the Date of Delivery, and is payable on each Note Payment Date, commencing October 1, 2021. Interest on the Notes will be computed on the basis of a 360-day year of twelve 30-day months. Each Note will bear interest from the Note Payment Date next preceding the date of authentication thereof unless it is authenticated as of a day during the period from the 16th day of the month next preceding any Note Payment Date, to and including such Note Payment Date, in which event it will bear interest from such Note Payment Date, or unless it is authenticated on or before September 15, 2021, in which event it will bear interest from the Date of Delivery. The Notes are issuable in denominations of $5,000 principal amount or any integral multiple thereof. The Notes mature on October 1, 2023*, in the amount set forth on the cover hereof.

Defeasance. All or any portion of the Notes may be defeased prior to maturity as follows:

(a) Cash: by irrevocably depositing with an independent escrow agent selected by the District an amount of cash which, together with any amounts transferred from the Debt Service Fund (as defined herein), if required, is sufficient to pay all Notes designated for defeasance, including all principal thereof and interest thereon and redemption premium, if any, at or before their maturity date; or

(b) Government Obligations: by irrevocably depositing with an independent escrow agent selected by the District noncallable Government Obligations (as defined herein) together with any amounts transferred from the Debt Service Fund or other cash, if required, in such amount as will, in the opinion of an independent certified public accountant, together with interest to accrue thereon, be fully sufficient to pay and discharge all Notes designated for defeasance (including the principal thereof, interest thereon, and redemption premium, if any) at or before their maturity date;

* Preliminary, subject to change.

then, notwithstanding that any of such Notes shall not have been surrendered for payment, all obligations of the District with respect to all such designated outstanding Notes will cease and terminate, except only the obligation of the independent escrow agent selected by the District to pay or cause to be paid from funds deposited as described in paragraphs (a) or (b) above, to the Owners of such designated Notes not so surrendered and paid all sums due with respect thereto.

For purposes hereof, "Government Obligations" means:

Direct and general obligations of the United States of America, obligations that are unconditionally guaranteed as to principal and interest by the United States of America (which may consist of obligations of the Resolution Funding Corporation that constitute interest strips), and obligations secured or otherwise guaranteed, directly or indirectly, as to principal and interest by a pledge of the full faith and credit of the United States of America. In the case of direct and general obligations of the United States of America, Government Obligations shall include evidences of direct ownership of proportionate interests in future interest or principal payments of such obligations. Investments in such proportionate interests must be limited to circumstances where (a) a bank or trust company acts as custodian and holds the underlying United States obligations; (b) the owner of the investment is the real party in interest and has the right to proceed directly and individually against the obligor of the underlying United States obligations; and (c) the underlying United States obligations are held in a special account, segregated from the custodian's general assets, and are not available to satisfy any claim of the custodian, any person claiming through the custodian, or any person to whom the custodian may be obligated; provided that such obligations are rated or assessed at least as high as direct and general obligations of the United States of America by S&P Global Ratings, a business unit of Standard & Poor's Financial Services LLC ("S&P") or by Moody's Investors Service ("Moody's").

Supplemental Resolution. The provisions of the Resolution, and the rights and obligations of the District and of the Owners of the Notes issued thereunder, may be modified or amended at any time by a supplemental resolution adopted by the District with the written consent of Owners owning at least 60% in aggregate principal amount of the outstanding Notes, exclusive of Notes, if any, owned by the District; provided, however, that no such modification or amendment may, without the express consent of the Owner of each Note affected, reduce the principal amount of any Note, reduce the interest rate payable thereon, extend its maturity or the times for paying interest thereon or change the monetary medium in which principal and interest is payable, nor may any modification or amendment reduce the percentage of consents required for amendment or modification. No such supplemental resolution may change or modify any of the rights or obligations of any Paying Agent without its written assent thereto.

The provisions of the Resolution, and the rights and obligations of the District and of the Owners of the Notes issued thereunder, may be modified or amended at any time by a supplemental resolution adopted by the District without the written consent of the Owners to:

(a) add additional covenants and agreements to be observed by the District which are not contrary to or inconsistent with the Resolution as then in effect;

(b) add additional limitations and restrictions to be observed by the District which are not contrary to or inconsistent with the Resolution as theretofore in effect;

(c) confirm as further assurance any pledge under, and the subjection to any lien or pledge created or to be created by, the Resolution, of any moneys, securities or funds, or to establish any additional funds or accounts to be held under the Resolution;

(d) cure any ambiguity or omission, or cure to correct any defect or inconsistent provision in the Resolution; or

(e) amend or supplement the Resolution in any other respect, provided such supplemental resolution does not adversely affect the interests of the Owners of the Notes.

Any act done pursuant to a modification or amendment so consented to will be binding upon the Owners of all the Notes and will not be deemed an infringement of any of the provisions of the Resolution, whatever the character of such act may be, and may be done and performed as fully and freely as if expressly permitted by the terms of the Resolution, and after consent relating to such specified matters has been given, no Owner will have any right or interest to object to such action or in any manner to question the propriety thereof or to enjoin or restrain the District or any officer or agent thereof from taking any action pursuant thereto.

Unpaid Notes. The District has covenanted that, in the event the Notes have not been paid by the District by the dates specified for such payment as described herein, the District will not issue Bonds pursuant to the 2016 Authorization, except to pay the unpaid Notes, and the District will use the first available proceeds of such Bonds to pay the unpaid Notes. Such unpaid Notes will continue as an obligation of the District until such Notes have been fully paid, and the District will pay the same with interest thereon, to the extent permitted by law, from the date such amount was originally payable at the rate equal to the original interest rate payable with respect such principal amount outstanding.

Debt Service Schedule

The following table shows the debt service schedule with respect to the Notes:

Period Ending (October 1)	Annual Principal Payment	Annual Interest Payment[(1)]	Total Annual Debt Service
2021			
2022			
2023			
Total			

[(1)] Interest payments on the Notes will be made semiannually on April 1 and October 1 of each year, commencing October 1, 2021.

Security and Sources of Payment

The Notes are obligations of the District payable from (i) proceeds of the sale of Bonds issued pursuant to the 2016 Authorization, (ii) proceeds of the sale of Renewal Notes, or (iii) other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes is also payable from an *ad valorem* property tax lawfully levied to pay such interest when due. The District has covenanted in the Resolution to take all actions required to authorize, sell and issue Bonds, Renewal Notes, or certificates of participation, or a combination thereof, on or before the maturity date for the Notes, in an aggregate principal amount sufficient to pay the principal of and interest on the Notes coming due and payable.

Risk Factors

There are certain risks to investors inherent in the purchase of the Notes. The following factors, along with the other information provided in this Official Statement, should be considered by potential investors in evaluating a purchase of Notes. The following, however, do not purport to be an exhaustive

listing of risks and other considerations that may be relevant to an investment in the Notes. The following factors are not presented in a priority reflective of their importance or significance to investors.

Slow Growth or Reductions in Assessed Valuation. Based on its current projections, the District anticipates being able to issue Bonds under the 2016 Authorization in an amount sufficient to pay the Notes on or before October 1, 2023*. Moreover, the principal amount of the Notes is based on assessed valuation assumptions that should allow for the Notes to be paid at maturity. The District estimates that the assessed valuation of taxable property within the District would have to decline by more than 2.00% on average each year while the Notes are outstanding, or by more than 6.00% cumulatively by the time the Notes mature, in order to prevent the District from issuing Bonds pursuant to the 2016 Authorization to repay the Notes. However, the District is unable to predict the District's future assessed valuation, and its expectations are based on estimates, facts and circumstances now known to the District.

Economic and other factors beyond the District's control, such as successful appeals by property owners for reductions in assessed valuation of their properties, general market decline in real property values, disruption in financial markets that may reduce the availability of financing for purchasers of property, outbreak of disease, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, fire, wildfire, flood, drought, or toxic contamination, could cause slow growth or even a significant reduction in the assessed valuation within the District as a whole. Those circumstances could prevent the District from issuing general obligation bonds under applicable provisions of the State Constitution in an amount sufficient to pay, and by a date prior to the maturity of, the Notes. See "– Tax Rate Levy Limitations Under Proposition 39" herein. In that instance, the District would be obligated and is prepared to pay the maturing Notes from the sale of Renewal Notes, certificates of participation or from other funds of the District, or a combination thereof.

Tax Rate Levy Limitations Under Proposition 39. The Smaller Classes, Safer Schools and Financial Accountability Act, commonly known as "Proposition 39," was approved by State voters on November 7, 2000, and permits school facilities bond measures to be approved by 55% of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay such bonds, subject to certain accountability requirements. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES – Proposition 39" herein. The "Strict Accountability in Local School Construction Bonds Act of 2000" (the "Accountability Act"), approved in June 2000, placed certain additional limitations on local school bond authorizations approved pursuant to Proposition 39, including the 2016 Authorization. As applied to the District, the Accountability Act provides that the District may not issue Bonds under the Authorization unless the combined tax rate per $100,000 of assessed valuation of taxable property within the District, for all such Bonds, is estimated not to exceed $30, when assessed valuation is projected to increase in accordance with Article XIIIA of the State Constitution. At the time the Notes mature, circumstances may be such that compliance with the tax rate restrictions established by the Accountability Act would prevent the issuance of Bonds to pay off the maturing Notes. See "—Slow Growth or Reductions in Assessed Valuation" above. A delay in the ability of the District to access the 2016 Authorization would require the District to identify other sources of funds to pay the maturing Notes.

Sources of Repayment; Limitation as to Term. The Notes are being issued pursuant to the Act, which prescribes the sources of repayment thereof and the maximum term of the Notes. Under the Act, the Notes may have a maximum term of five years from their date of initial issuance and, to the extent such maturity is less than five years, may be renewed through the issuance of Renewal Notes. The Notes will

mature on October 1, 2023*, and as such are subject to extension past such date through the issuance of Renewal Notes pursuant to the Act. At or prior to maturity, and pursuant to the Resolution, the District has covenanted to deliver Bonds, Renewal Notes, or certificates of participation, or a combination thereof, in an amount sufficient to pay the principal of and interest on the Notes.

Other Factors Limiting the Issuance of District Obligations to Pay the Notes. In addition to the slow growth of or reductions to the District's assessed valuation, other factors could make it difficult or impossible for the District to issue Bonds, Renewal Notes, certificates of participation or other obligations to pay the maturing Notes, including, but not limited to, the general financial condition of the District at the time it institutes proceedings to issue such obligations or the condition of the prevailing municipal securities market. No assurances can be given that the District will be able to issue any such obligations when and as required to provide for the payment of the Notes at maturity.

Reduction in Allowed Inflationary Rate: Initiatives Affecting Assessed Valuation. Article XIIIA of the State Constitution provides that the full cash value base of real property used in determining taxable value (for real property that has not changed ownership) may be adjusted from year to year to reflect the inflationary rate, not to exceed a 2% increase for any given calendar year, or may be reduced to reflect a reduction in the consumer price index or comparable local data.

Article XIIIA was adopted pursuant to the constitutional initiative process in the State. From time to time, other initiative measures are adopted by State voters, and it may be possible that a future initiative might alter the taxable value, reduce the permitted property tax rate or broaden property tax exemptions, further eroding the ability of the District to access the 2016 Authorization prior to the final maturity of the Notes. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS" herein.

Book-Entry Only System

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy or completeness thereof. The District cannot and does not give any assurances that DTC, DTC Direct Participants or Indirect Participants (as defined herein) will distribute to the Beneficial Owners (a) payments of principal of, interest on, or premium, if any, on the Notes, (b) certificates representing ownership interest in or other confirmation or ownership interest in the Notes, or (c) redemption or other notices sent to DTC or Cede & Co., its nominee, as the registered owner of the Notes, or that they will do so on a timely basis or that DTC, Direct Participants or Indirect Participants will act in the manner described in this Official Statement. The current "Rules" applicable to DTC are on file with the Securities and Exchange Commission and the current "Procedures" of DTC to be followed in dealing with Participants are on file with DTC.

DTC will act as securities depository for the Notes. The Notes will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Note certificate will be issued for each maturity of the Notes, each in the aggregate principal amount of such maturity, and will be deposited with DTC.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York

* Preliminary, subject to change.

Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments from over 100 countries that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation, and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a S&P (defined herein) rating of "AA+". The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com. However, the information presented on such website is not incorporated herein by reference.

Purchases of Notes under the DTC system must be made by or through Direct Participants, which will receive a credit for the Notes on DTC's records. The ownership interest of each Beneficial Owner is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Notes are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in the Notes, except in the event that use of the book-entry system for the Notes is discontinued.

To facilitate subsequent transfers, all Notes deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Notes with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Notes; DTC's records reflect only the identity of the Direct Participants to whose accounts such Notes are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Notes may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Notes, such as redemptions, defaults, and proposed amendments to the Resolution. For example, Beneficial Owners of Notes may wish to ascertain that the nominee holding the Notes for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Notes within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Notes unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the District as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Notes are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds and distributions on the Notes will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the District or the Paying Agent, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Paying Agent, or the District, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds or distributions to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the District or the Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Notes at any time by giving reasonable notice to the District or the Paying Agent. Under such circumstances, in the event that a successor depository is not obtained, Note certificates are required to be printed and delivered.

The District may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Note certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the District believes to be reliable, but the District takes no responsibility for the accuracy thereof.

Discontinuation of Book-Entry Only System; Payment to Beneficial Owners

So long as any of the Notes remain outstanding, the District will cause the Paying Agent to maintain at its principal office all books and records necessary for the registration, exchange and transfer of such Notes, which shall at all times be open to inspection by the District, and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register, exchange or transfer or cause to be registered, exchanged or transferred, on said books, Notes as provided in the Resolution.

In the event that the book-entry system described above is no longer used with respect to the Notes, the following provisions will govern the payment, registration, transfer, exchange and replacement of the Notes.

The principal of the Notes and any premium and interest upon the redemption thereof prior to maturity will be payable in lawful money of the United States of America upon presentation and surrender of the Notes at the principal office of the Paying Agent. Interest on the Notes will be paid by the Paying Agent by check or draft mailed to the person whose name appears on the registration books of the Paying Agent as the registered Owner, and to that person's address appearing on the registration books as of the close of business on the Record Date. At the written request of any registered Owner of at least $1,000,000 in aggregate principal amount, interest shall be wired to a bank and account number on file with the Paying Agent as of the Record Date.

Any Note may be exchanged for Notes of like series, tenor, maturity and principal amount upon presentation and surrender at the designated office of the Paying Agent, together with a request for exchange signed by the registered Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. A Note may be transferred on the Note Register only upon presentation and surrender of the Note at the designated office of the Paying Agent together with an assignment executed by the Owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. Upon exchange or transfer, the Paying Agent will complete, authenticate and deliver a new Note or Notes of like tenor and of any authorized denomination or denominations requested by the Owner equal to the Transfer Amount of the Note surrendered and bearing or accruing interest at the same rate and maturing on the same date.

Neither the District nor the Paying Agent will be required to issue or transfer any Notes during a period beginning with the opening of business on the 16th day next preceding any Note Payment Date.

APPLICATION OF NOTE PROCEEDS

Building Fund

The net proceeds from the sale of the Notes, to the extent of the principal thereof, will be deposited to the credit of the "Orcutt Union School District 2021 General Obligation Bond Anticipation Notes Building Fund" (the "Building Fund"), held by the County and kept separate and distinct from all other District and County funds. Funds on deposit in the Building Fund will be used to finance the acquisition, construction, modernization and equipping of District sites and facilities. Interest earnings on moneys held in the Building Fund will be retained in the Building Fund.

Debt Service Fund

Any premium received by the District from the sale of the Notes will be kept separate and apart in the fund held by the Paying Agent, designated as the "Orcutt Union School District 2021 General Obligation Bond Anticipation Notes Debt Service Fund" (the "Debt Service Fund"), and such premium will be used only for payment of interest on the Notes, and for no other purpose. As needed, proceeds from the sale of any Bonds, Renewal Notes, certificates of participation and other funds of the District lawfully available for the purpose of repaying the Notes, will also be deposited into the Debt Service Fund or applied directly to the payment of the principal of and interest on such Notes. Interest earnings on moneys held in the Debt Service Fund will be retained in the Debt Service Fund. Any *ad valorem* property taxes levied by the County to pay interest on the Notes, when collected, will be placed by the County in the Debt Service Fund. Amounts on deposit in the Debt Service Fund have been irrevocably pledged to the repayment of the Notes.

Investment of Funds

Moneys in the Building Fund are expected to be invested through the County's investment pool. See "APPENDIX E - SANTA BARBARA COUNTY INVESTMENT POOL" attached hereto. Moneys in the Debt Service Fund held by the Paying Agent are expected to be held uninvested.

ESTIMATED SOURCES AND USES OF FUNDS

The estimated sources and uses of funds with respect to the Notes are as follows:

Sources of Funds

Principal Amount of Notes	
[Net] Original Issue Premium	
Total Sources	

Uses of Funds

Building Fund	
Debt Service Fund	
Underwriter's Discount	
Costs of Issuance[(1)]	
Total Uses	

[(1)] Reflects the costs of issuance of the Notes to be paid from proceeds of the Notes, including, but not limited to, the rating agency fee, demographics and filing fees, printing costs, legal fees, municipal advisory fees and the costs and fees of the Paying Agent.

TAX BASE OF THE DISTRICT

The information in this section describes ad valorem *property taxation, assessed valuation, and other aspects of the District's tax base. The Notes are an obligation of the District payable from the proceeds of the sale of Bonds pursuant to the 2016 Authorization, Renewal Notes, or from other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes may also be paid from an* ad valorem *property tax lawfully levied on taxable property in the District.*

Ad Valorem Property Taxation

District property taxes are assessed and collected by the County at the same time and on the same tax rolls as County, city and special district property taxes. Assessed valuations are the same for both District and County taxing purposes.

Taxes are levied for each fiscal year on taxable real and personal property which is located in the District as of the preceding January 1. For assessment and collection purposes, property is classified either as "secured" or "unsecured" and is listed accordingly on separate parts of the assessment roll. The "secured roll" is that part of the assessment roll containing State assessed public utilities property and real property having a tax lien which is sufficient, in the opinion of the assessor, to secure payment of the taxes. Unsecured property is assessed on the "unsecured roll." Unsecured property comprises certain property not attached to land such as personal property or business property. Boats and airplanes are examples of such property. A supplemental roll is developed when property changes hands or new construction is completed. The County levies and collects all property taxes for property falling within the County's taxing boundaries.

The valuation of secured property is established as of January 1 and is subsequently equalized in August. Property taxes on the secured roll are payable in two installments, due November 1 and February 1 of the calendar year. If unpaid, such taxes become delinquent after December 10 and April 10, respectively, and a 10% penalty attaches to any delinquent installment plus any additional amount determined by the tax-collecting authority of the County. After the second installment of taxes on the secured roll is delinquent, the tax-collecting authority of the County will collect a cost of $10 for preparing the delinquent tax records and giving notice of delinquency. Property on the secured roll with delinquent taxes is declared tax-defaulted on July 1 of the calendar year. Such property may thereafter be redeemed, until the right of redemption is terminated, by payment of the delinquent taxes and the delinquency penalty, plus a $15 redemption fee and a redemption penalty of 1.5% per month to the time of redemption. If taxes are unpaid for a period of five years or more, the property is subject to sale by the tax-collecting authority of the County.

Property taxes on the unsecured roll as of July 31 become delinquent if they are not paid by August 31 and are thereafter subject to a delinquent penalty of 10%. Taxes added to the unsecured tax roll after July 31, if unpaid are delinquent and subject to a penalty of 10% on the last day of the month succeeding the month of enrollment. In the case of unsecured property taxes, an additional penalty of 1.5% per month begins to accrue when such taxes remain unpaid on the last day of the second month after the 10% penalty attaches. The taxing authority has four ways of collecting unsecured personal property taxes: (1) a civil action against the assessee; (2) filing a certificate in the office of the county clerk specifying certain facts in order to obtain a judgment lien on specific property of the assessee; (3) filing a certificate of delinquency for record in the county recorder's office in order to obtain a lien on specified property of the assessee; and (4) seizure and sale of personal property, improvements or possessory interests belonging or assessed to the assessee.

State law exempts from taxation $7,000 of the full cash value of an owner-occupied dwelling, but this exemption does not result in any loss of revenue to local agencies, since the State reimburses local agencies for the value of the exemptions.

All property is assessed using full cash value as defined by Article XIIIA of the State Constitution. State law provides exemptions from *ad valorem* property taxation for certain classes of property such as churches, colleges, non-profit hospitals, and charitable institutions.

Assessed valuation growth allowed under Article XIIIA (new construction, certain changes of ownership, 2% inflation) is allocated on the basis of "situs" among the jurisdictions that serve the tax rate area within which the growth occurs. Local agencies and K-14 school districts (as defined herein) share the growth of "base" revenues from the tax rate area. Each year's growth allocation becomes part of each agency's allocation in the following year.

Assessed Valuations

The following table shows a 10-year history of assessed valuations in the District, as of the date the equalized assessment tax roll is established in August of each year, excluding any exemptions granted after such date in each year. Property within the District has a total assessed valuation for fiscal year 2020-21 of $5,581,492,970.

ASSESSED VALUATIONS
Fiscal Years 2011-12 through 2020-21
Orcutt Union School District

	Local Secured	Utility	Unsecured	Total	% Change
2011-12	$3,579,475,987	$60,200	$53,031,820	$3,632,568,007	--
2012-13	4,031,817,330	60,200	47,014,362	4,078,891,892	12.29%
2013-14	4,129,901,254	60,200	53,355,074	4,183,316,528	2.56
2014-15	4,335,476,162	60,200	65,565,607	4,401,101,969	5.21
2015-16	4,525,654,996	60,200	65,744,577	4,591,459,773	4.33
2016-17	4,473,175,798	60,200	65,034,416	4,538,270,414	(1.16)
2017-18	4,768,014,270	28,933	67,646,431	4,835,689,634	6.55
2018-19	4,989,802,429	28,933	68,508,325	5,058,339,687	4.60
2019-20	5,244,141,153	28,933	72,788,112	5,316,958,198	5.11
2020-21	5,502,649,314	28,933	78,814,723	5,581,492,970	4.98

Source: California Municipal Statistics, Inc. Percentage of change provided by Municipal Adisor.

Economic and other factors beyond the District's control, such as general market decline in real property values, the outbreak of disease, disruption in financial markets that may reduce the availability of financing for purchasers of property, reclassification of property to a class exempt from taxation, whether by ownership or use (such as exemptions for property owned by the State and local agencies and property used for qualified education, hospital, charitable or religious purposes), or the complete or partial destruction of the taxable property caused by a natural or manmade disaster, such as earthquake, flood, fire, wildfire, drought, or toxic contamination, could cause a reduction in the assessed value of taxable property within the District. Any such reduction would result in a corresponding increase in the annual tax rate levied by the County to pay the debt service with respect to the tax debt of the District, including Bonds sold under the 2016 Authorization. Increases in the annual tax rate levied to pay Bonds sold under the 2016 Authorization could prevent the District from issuing Bonds under applicable provisions of the State Constitution in an amount sufficient to pay, and by a date prior to the maturity of, the Notes. See "The NOTES – Risk Factors – Tax Rate Levy Limitations Under Proposition 39" and "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein.

Assessed Valuation by Land Use

The following shows a per-parcel analysis of the distribution of taxable property within the District by principal use, and the fiscal year 2020-21 assessed valuation of such parcels.

ASSESSED VALUATION AND PARCELS BY LAND USE
Fiscal Year 2020-21
Orcutt Union School District

Non-Residential:	2020-21 Assessed Valuation[(1)]	% of Total	No. of Parcels	% of Total
Agricultural/Vineyards	$559,571,919	10.17%	321	2.10%
Commercial/Office	172,212,303	3.13	142	0.93
Vacant Commercial	47,113,173	0.86	74	0.48
Hotel/Motel	16,216,740	0.29	11	0.07
Industrial	23,368,999	0.42	11	0.07
Vacant Industrial	739,057	0.01	11	0.07
Oil & Gas	169,924,158	3.09	106	0.69
Recreational	9,302,294	0.17	42	0.28
Government/Social/Institutional	11,026,752	0.20	64	0.42
Miscellaneous	2,153,288	0.04	134	0.88
Subtotal Non-Residential	$1,011,628,683	18.38%	916	6.00%
Residential:				
Single Family Residence	$3,913,332,715	71.12%	10,797	70.75%
Condominium	234,426,863	4.26	1,076	7.05
Mobile Home	65,317,298	1.19	1,587	10.40
Mobile Home Park	33,747,328	0.61	14	0.09
2-4 Residential Units	47,685,887	0.87	140	0.92
5+ Residential Units/Apartments	91,945,051	1.67	22	0.14
Vacant Residential	104,565,489	1.90	709	4.65
Subtotal Residential	$4,491,020,631	81.62%	14,345	94.00%
Total	$5,502,649,314	100.00%	15,261	100.00%

(1) Local secured assessed valuation, excluding tax-exempt property.
Source: California Municipal Statistics, Inc.

Assessed Valuation by Jurisdiction

The following table shows an analysis of assessed valuation of the District by jurisdiction for fiscal year 2020-21.

ASSESSED VALUATION BY JURISDICTION
Fiscal Year 2020-21
Orcutt Union School District

Jurisdiction:	Assessed Valuation in District	% of District	Assessed Valuation of Jurisdiction	% of Jurisdiction in District
City of Santa Maria	$609,697,351	10.92%	$9,764,585,423	6.24%
Unincorporated Santa Barbara County	4,971,795,619	89.08	41,386,115,320	12.01
Total District	$5,581,492,970	100.00%		
Santa Barbara County	$5,581,492,970	100.00%	$91,333,510,924	6.11%

Source: California Municipal Statistics, Inc.

Assessed Valuation of Single Family Homes

The following table displays the per-parcel analysis of single family residences within the District, in terms of their fiscal year 2020-21 assessed valuation.

ASSESSED VALUATION OF SINGLE FAMILY HOMES
Fiscal Year 2020-21
Orcutt Union School District

	No. of Parcels	2020-21 Assessed Valuation	Average Assessed Valuation	Median Assessed Valuation
Single Family Residential	10,797	$3,913,332,715	$362,446	$348,075

2020-21 Assessed Valuation	No. of Parcels[(1)]	% of Total	Cumulative % of Total	Total Valuation	% of Total	Cumulative % of Total
$0 - $49,999	101	0.935%	0.935%	$3,394,905	0.087%	0.087%
50,000 - 99,999	675	6.252	7.187	49,378,808	1.262	1.349
100,000 - 149,999	410	3.797	10.985	50,970,728	1.302	2.651
150,000 - 199,999	717	6.641	17.625	127,307,602	3.253	5.904
200,000 - 249,999	1,284	11.892	29.517	290,376,048	7.420	13.324
250,000 - 299,999	1,165	10.790	40.307	319,744,830	8.171	21.495
300,000 - 349,999	1,085	10.049	50.357	352,843,309	9.016	30.511
350,000 - 399,999	1,285	11.901	62.258	482,515,542	12.330	42.842
400,000 - 449,999	1,170	10.836	73.094	496,278,055	12.682	55.523
450,000 - 499,999	864	8.002	81.097	410,690,838	10.495	66.018
500,000 - 549,999	606	5.613	86.709	317,583,079	8.115	74.133
550,000 - 599,999	477	4.418	91.127	273,219,113	6.982	81.115
600,000 - 649,999	313	2.899	94.026	195,071,100	4.985	86.100
650,000 - 699,999	156	1.445	95.471	104,884,152	2.680	88.780
700,000 - 749,999	138	1.278	96.749	99,749,992	2.549	91.329
750,000 - 799,999	78	0.722	97.472	60,419,350	1.544	92.873
800,000 - 849,999	64	0.593	98.064	52,837,007	1.350	94.223
850,000 - 899,999	49	0.454	98.518	42,918,152	1.097	95.320
900,000 - 949,999	34	0.315	98.833	31,358,460	0.801	96.121
950,000 - 999,999	32	0.296	99.129	31,058,458	0.794	96.915
1,000,000-and greater	94	0.871	100.000	120,733,187	3.085	100.000
	10,797	100.000%		$3,913,332,715	100.000%	

(1) Improved single family residential parcels. Excludes condominiums and parcels with multiple family units.
Source: California Municipal Statistics, Inc.

Appeals and Adjustments of Assessed Valuations

Under State law, property owners may apply for a reduction of their property tax assessment by filing a written application, in form prescribed by the State Board of Equalization (the "SBE"), with the appropriate county board of equalization or assessment appeals board. In most cases, the appeal is filed because the applicant believes that present market conditions (such as residential home prices) cause the property to be worth less than its current assessed value. Any reduction in the assessment ultimately granted as a result of such appeal applies to the year for which application is made and during which the written application was filed.

A second type of assessment appeal involves a challenge to the base year value of an assessed property. Appeals for reduction in the base year value of an assessment, if successful, reduce the assessment for the year in which the appeal is taken and prospectively thereafter. The base year is determined by the

completion date of new construction or the date of change of ownership. Any base year appeal must be made within four years of the change of ownership or new construction date.

In addition to the above-described taxpayer appeals, county assessors may independently reduce assessed valuations based on changes in the market value of property, or for other factors such as the complete or partial destruction of taxable property caused by natural or man-made disasters such as earthquakes, floods, fire, drought or toxic contamination pursuant to relevant provisions of the State Constitution. See also "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIIIA of the California Constitution" herein.

Whether resulting from taxpayer appeals or county assessor reductions, adjustments to assessed value are subject to yearly reappraisals by the county assessor and may be adjusted back to their original values when real estate market conditions improve. Once property has regained its prior assessed value, adjusted for inflation, it once again is subject to the annual inflationary growth rate factor allowed under Article XIIIA.

The District does not have information regarding pending appeals of assessed valuation of property within the District. No assurance can be given that property tax appeals currently pending or in the future, actions by the County assessor, or other factors in the future will not significantly reduce the assessed valuation of property within the District, which in turn could prevent the District from issuing Bonds under applicable provisions of the State Constitution in an amount sufficient to pay, and by a date prior to the maturity of, the Notes. See "THE NOTES – Risk Factors – Tax Rate Levy Limitations Under Proposition 39" herein.

Assembly Bill 102. On June 27, 2017, the Governor of the State (the "Governor") signed into law Assembly Bill 102 ("AB 102"). AB 102 restructured the functions of the SBE and created two new separate agencies: (i) the California Department of Tax and Fee Administration, and (ii) the Office of Tax Appeals. Under AB 102, the California Department of Tax and Fee Administration took over programs previously in the SBE Property Tax Department, such as the Tax Area Services Section, which is responsible for maintaining all property tax rate area maps and for maintaining special revenue district boundaries. Under AB 102, the SBE continues to perform the duties assigned by the State Constitution related to property taxes, however, effective January 1, 2018, the SBE will only hear appeals related to the programs that it constitutionally administers and the Office of Tax Appeals will hear appeals on all other taxes and fee matters, such as sales and use tax and other special taxes and fees. AB 102 obligates the Office of Tax Appeals to adopt regulations as necessary to carry out its duties, powers, and responsibilities. No assurances can be given as to the effect of such regulations on the appeals process or on the assessed valuation of property within the District.

Secured Tax Charges and Delinquencies

Property taxes on the secured roll are due in two installments, November 1 and February 1 of the calendar year, and if unpaid, become delinquent after December 10 and April 10, respectively. A 10% penalty attaches to any delinquent installment plus a minimum $10 cost on the second installment, plus any additional amount determined by the treasurer-tax collector of the county. See "— *Ad Valorem* Property Taxation" herein.

Pursuant to Revenue and Taxation Code Section 4985.2, the Treasurer-Tax Collector may cancel any penalty, costs or other charges resulting from tax delinquency upon a finding that the late payment is due to reasonable cause and circumstances beyond the taxpayer's control, and occurred notwithstanding the exercise of ordinary care in the absence of willful neglect, provided the property taxes are paid within four fiscal years of such taxes coming due.

In addition, on May 6, 2020, the Governor signed Executive Order N-61-20 ("Order N-61-20"). Under Order N-61-20, certain provisions of the State Revenue and Taxation Code are suspended until May 6, 2021 to the extent said provisions require a tax collector to impose penalties, costs or interest for the failure to pay secured or unsecured property taxes, or to pay a supplemental bill, before the date that such taxes become delinquent, subject to certain conditions set forth in Order N-61-20.

Secured *ad valorem* property tax collections within the District are subject to the Teeter Plan (as defined herein), and therefore are not subject to delinquencies. See "—Alternative Method of Tax Apportionment – 'Teeter Plan'" herein. The following table sets forth secured tax charges and delinquency rates within the District for the years 2015-16 through 2019-20.

SECURED TAX CHARGES AND DELINQUENCIES
Fiscal Years 2015-16 through 2019-20
Orcutt Union School District

Fiscal Year	Secured Tax Charge[(1)]	Amount Delinquent as of June 30	Percent Delinquent June 30
2015-16	$1,035,301.06	$2,751.64	0.27%
2016-17	991,405.61	6,218.60	0.63
2017-18	1,009,393.26	8,224.96	0.81
2018-19	2,381,202.11	25,853.12	1.09
2019-20	2,264,028.91	34,831.66	1.54

(1) Reflects general obligation bond debt service levy for all District bonds, including bonds payable from *ad valorem* property taxes levied within the Original Orcutt Territory and former Los Alamos Territory. See "ORCUTT UNION SCHOOL DISTRICT – District Debt Structure – General Obligation Bonds" herein.
Source: California Municipal Statistics, Inc.

Alternative Method of Tax Apportionment - "Teeter Plan"

The County Board has approved the implementation of the Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the "Teeter Plan"), as provided for in Revenue and Taxation Code Section 4701 *et seq.* Under the Teeter Plan, the County apportions secured property taxes on an accrual basis when due (irrespective of actual collections) to its local political subdivisions, including the District, for which the County acts as the tax-levying or tax-collecting agency, or for which the County's treasury is the legal depository of the tax collections.

The secured *ad valorem* property tax to be levied by the County to pay the principal of and interest on general obligation bonds of the District is subject to the Teeter Plan. If the Teeter Plan remains in effect during the term of such bonds, the District will receive 100% of the *ad valorem* property tax levied within the County to pay such bonds irrespective of actual delinquencies in the collection of the tax by the County.

The Teeter Plan is to remain in effect unless the County Board of Supervisors (the "County Board") orders its discontinuance or unless, prior to the commencement of any fiscal year of the County (which commences on July 1 for the County), the County Board receives a petition for its discontinuance joined in by a resolution adopted by at least two-thirds of the participating revenue districts in the County, in which event the County Board is to order discontinuance of the Teeter Plan effective at the commencement of the subsequent fiscal year. The County Board may, by resolution adopted not later than July 15 of the fiscal year for which it is to apply, after holding a public hearing on the matter, discontinue the procedures under the Teeter Plan with respect to any tax levying agency or assessment levying agency in such county if the rate of secure tax delinquency in that agency in any year exceeds 3% of the total of all taxes and assessments levied on the secured rolls for that agency. In the event the County Board is to order discontinuance of the Teeter Plan subsequent to its implementation, only those secured property taxes actually collected would

be allocated to political subdivisions (including the District) for which such county acts as the tax-levying or tax-collecting agency.

The District is not aware of any intention on the part of the County, or formal actions taken thereby, to abrogate the Teeter Plan as now in effect in the County.

There can be no assurance that the County will always maintain the Teeter Plan or will have sufficient funds available to distribute the full amount of the District's share of property tax collections to the District. The ability of the County to maintain the Teeter Plan may depend on its financial resources and may be affected by future property tax delinquencies. Property tax delinquencies may be impacted by economic and other factors beyond the District's or the County's control, including the ability or willingness of property owners to pay property taxes during an economic recession or depression. An economic recession or depression could be caused by many factors outside the control of the District, including high interest rates, reduced consumer confidence, reduced real wages or reduced economic activity as a result of the spread of COVID-19 or other pandemic or natural or manmade disaster. See "DISTRICT FINANCIAL INFORMATION– Considerations Regarding COVID-19" herein.

Tax Rates

The following table summarizes the total *ad valorem* property tax rates, as a percentage of assessed valuation, levied by all taxing entities in two typical tax rate areas (each a "TRA") within the District during the five-year period from 2016-17 through 2020-21.

SUMMARY OF *AD VALOREM* PROPERTY TAX RATES (TRA 9-000)[(1)]
Fiscal Years 2016-17 through 2020-21
Orcutt Union School District

TRA 80-041: 2020-21 Assessed Valuation: $1,812,687,755

	2016-17	2017-18	2018-19	2019-20	2020-21
General Tax Rate	1.000000%	1.000000%	1.00000%	1.00000%	1.00000%
Orcutt Union School District[(1)]	.023040	.021890	.01970	.01773	.01596
Orcutt Union School District[(2)]	--	--	.02907	.02616	.02354
Santa Maria Joint Union High School District	.049430	.078640	.07449	.06730	.05804
Allan Hancock Community College District	.025000	.023750	.02256	.02188	.02188
Total Tax Rate	1.097470%	1.124280%	1.14582%	1.13307%	1.11942%

TRA 80-126: 2020-21 Assessed Valuation: $242,150,291

	2016-17	2017-18	2018-19	2019-20	2020-21
General Tax Rate	1.000000%	1.000000%	1.00000%	1.00000%	1.00000%
Orcutt Union School District[(3)]	.019330	.018360	.01836	.01652	.01487
Orcutt Union School District[(2)]	--	--	.02907	.02616	.02354
Santa Maria Joint Union High School District	.049430	.078640	.07449	.06730	.05804
Allan Hancock Community College District	.025000	.023750	.02556	.02188	.02188
Total Tax Rate	1.093760%	1.120750%	1.14448%	1.13186%	1.11833%

(1) Bonds payable from *ad valorem* property taxes levied in the Original Orcutt Territory, as defined herein.
(2) Bonds payable from *ad valorem* property taxes levied in the District.
(3) Bonds payable from *ad valorem* property taxes levied in the Los Alamos Territory, as defined herein.
Source: California Municipal Statistics, Inc.

Principal Taxpayers

The more property (by assessed value) which is owned by a single taxpayer within the District, the greater amount of tax collections that are exposed to weaknesses in such a taxpayer's financial situation and ability or willingness to pay property taxes. The following table lists the 20 largest local secured taxpayers in the District in terms of their fiscal year 2020-21 secured assessed valuations. Each taxpayer listed below is a name listed on the tax rolls. The District cannot make any representation as to whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table below.

LARGEST LOCAL SECURED TAXPAYERS
Fiscal Year 2020-21
Orcutt Union School District

	Property Owner	Primary Land Use	2020-21 Assessed Valuation	% of Total[(1)]
1.	Pacific Coast Energy Company LP	Oil & Gas	$112,433,411	2.04%
2.	Premiere Agricultural Properties LLC	Vineyards	66,537,518	1.21
3.	Jackson Family Estates II LLC	Vineyards	62,172,923	1.13
4.	Arc Vineyards LLC (CA)	Vineyards	34,335,709	0.62
5.	Parke at the Park Ltd.	Apartments	29,279,149	0.53
6.	Highlands at Double R LLC	Residential Land	28,942,054	0.53
7.	Beringer Wine Estates Company	Vineyards	25,741,736	0.47
8.	Knollwood Properties LP	Apartments	22,806,339	0.41
9.	Silverado Los Alamos Vineyard LLC	Vineyards	22,287,481	0.41
10.	Parke West Apartments LLC	Apartments	17,689,867	0.32
11.	Rice Ranch Community LLC	Residential Land	15,824,000	0.29
12.	Kohls Department Stores Inc.	Commercial	15,512,353	0.28
13.	Gallo Vineyards, Inc.	Vineyards	15,157,529	0.28
14.	Wal-Mart Stores Inc.	Commercial Land	14,380,524	0.26
15.	DS Ranch LLC	Vineyards	14,300,394	0.26
16.	Minson Company	Shopping Center	14,033,573	0.26
17.	Bradley-Orcutt Apartments LLC	Apartments	13,997,510	0.25
18.	Holly Land & Lime LLC	Industrial	13,512,077	0.25
19.	West Bay Company	Agricultural	13,298,990	0.24
20.	Betteravia Investments LLC	Agricultural	12,598,358	0.23
			$564,841,495	10.26%

[(1)] The fiscal year 2020-21 local secured assessed valuation of the District is $5,502,649,314.
Source: California Municipal Statistics, Inc.

Statement of Direct and Overlapping Debt

Set forth on the following page is a direct and overlapping debt report (the "Debt Report") prepared by California Municipal Statistics, Inc. and dated as of January 1, 2021. The Debt Report is included for general information purposes only. The District has not reviewed the Debt Report for completeness or accuracy and makes no representation in connection therewith.

The Debt Report generally includes long-term obligations sold in the public credit markets by public agencies whose boundaries overlap the boundaries of the District in whole or in part. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases, long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

The following table shows the percentage of each overlapping entity's assessed value located within the boundaries of the District. The table also shows the corresponding portion of the overlapping entity's existing debt payable from property taxes levied within the District. The total amount of debt for each overlapping entity is not given in the table.

The first column in the table names each public agency which has outstanding debt as of the date of the report and whose territory overlaps the District in whole or in part. The second column shows the percentage of each overlapping agency's assessed value located within the boundaries of the District. This percentage, multiplied by the total outstanding debt of each overlapping agency (which is not shown in the table) produces the amount shown in the third column, which is the apportionment of each overlapping agency's outstanding debt to taxable property in the District.

DIRECT AND OVERLAPPING DEBT STATEMENT
Orcutt Union School District

2020-21 Assessed Valuation: $5,581,492,970

DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:	**% Applicable**	**Debt 1/1/21**
Allan Hancock Joint Community College District	18.602%	$24,754,617
Santa Maria Joint Union High School District	33.592	33,796,661
Orcutt Union School District	**100.000**	**42,765,000** (1)
TOTAL DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT		$101,316,278
OVERLAPPING GENERAL FUND DEBT:		
Santa Barbara County Certificates of Participation	6.111%	$1,924,659
Santa Maria Joint Union High School District Certificates of Participation	33.592	560,560
TOTAL GROSS OVERLAPPING GENERAL FUND DEBT		$2,485,219
Less: Santa Barbara County supported obligations		133,525
TOTAL NET OVERLAPPING GENERAL FUND DEBT		$2,351,694
GROSS COMBINED TOTAL DEBT		$103,801,497 (2)
NET COMBINED TOTAL DEBT		$103,667,972

Ratios to 2020-21 Assessed Valuation:

Direct Debt ($42,765,000)	**0.77%**
Total Direct and Overlapping Tax and Assessment Debt	1.82%
Gross Combined Total Debt	1.86%
Net Combined Total Debt	1.86%

(1) Excludes the Notes described herein.
(2) Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.
Source: California Municipal Statistics, Inc.

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS

Article XIIIA of the California Constitution

Article XIIIA ("Article XIIIA") of the State Constitution limits the amount of *ad valorem* property taxes on real property to 1% of "full cash value" as determined by the county assessor. Article XIIIA defines "full cash value" to mean "the county assessor's valuation of real property as shown on the 1975-76 bill under "full cash value," or thereafter, the appraised value of real property when purchased, newly constructed or a change in ownership has occurred after the 1975 assessment," subject to exemptions in certain circumstances of property transfer or reconstruction. Determined in this manner, the full cash value

is also referred to as the "base year value." The full cash value is subject to annual adjustment to reflect increases, not to exceed 2% for any year, or decreases in the consumer price index or comparable local data, or to reflect reductions in property value caused by damage, destruction or other factors.

Article XIIIA has been amended to allow for temporary reductions of assessed value in instances where the fair market value of real property falls below the adjusted base year value described above. Proposition 8—approved by State voters in November of 1978—provides for the enrollment of the lesser of the base year value or the market value of real property, taking into account reductions in value due to damage, destruction, depreciation, obsolescence, removal of property, or other factors causing a similar decline. In these instances, the market value is required to be reviewed annually until the market value exceeds the base year value, adjusted for inflation. Reductions in assessed value could result in a corresponding increase in the annual tax rate levied by the County to pay debt service on outstanding general obligation bonds of the District, including Bonds sold pursuant to the 2016 Authorization. Such an increase in the annual tax rate could in turn prevent the District from issuing general obligation bonds under applicable provisions of the State Constitution in an amount sufficient to pay, and by a date prior to the maturity of, the Notes. See "TAX BASE OF THE DISTRICT – Assessed Valuations" and "RISK FACTORS – Tax Rate Levy Limitations Applicable to Proposition 39 Bonds" herein.

Article XIIIA requires a vote of two-thirds or more of the qualified electorate of a city, county, special district or other public agency to impose special taxes, while totally precluding the imposition of any additional *ad valorem* property, sales or transaction tax on real property. Article XIIIA exempts from the 1% tax limitation any taxes above that level required to pay debt service (a) on any indebtedness approved by State voters prior to July 1, 1978, or (b), as the result of an amendment approved by State voters on June 3, 1986, on any bonded indebtedness approved by two-thirds or more of the votes cast by the voters for the acquisition or improvement of real property on or after July 1, 1978, or (c) on bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by fifty-five percent or more of the votes cast on the proposition, but only if certain accountability measures are included in the proposition. The tax for payment of interest on Bonds sold under the 2016 Authorization falls within the exception described in (c) of the immediately preceding sentence. In addition, Article XIIIA requires the approval of two-thirds or more of all members of the legislature of the State (the "State Legislature") to change any State taxes for the purpose of increasing tax revenues.

Proposition 19

On November 3, 2020, State voters approved Proposition 19, a legislatively referred constitutional amendment ("Proposition 19"), which amends Article XIIIA to: (i) expand special rules that give property tax savings to homeowners that are over the age of 55, severely disabled, or whose property has been impacted by wildfire or natural disaster, when they buy a different home; (ii) narrow existing special rules for inherited properties; and (iii) dedicate most of the potential new State revenue generated from Proposition 19 toward fire protection. The District cannot make any assurance as to what effect the implementation of Proposition 19 will have on District revenues or the assessed valuation of real property in the District.

Legislation Implementing Article XIIIA

Legislation has been enacted and amended a number of times since 1978 to implement Article XIIIA. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the relevant

county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1979.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the annual adjustment not to exceed 2% are allocated among the various jurisdictions in the "taxing area" based upon their respective "situs." Any such allocation made to a local agency continues as part of its allocation in future years.

All taxable property value included in this Official Statement is shown at 100% of taxable value (unless noted differently) and all tax rates reflect the $1 per $100 of taxable value.

Both the United States Supreme Court and the State Supreme Court have upheld the general validity of Article XIIIA.

Proposition 50 and Proposition 171

On June 3, 1986, the voters of the State approved Proposition 50. Proposition 50 amends Section 2 of Article XIIIA of the State Constitution to allow owners of property that was "substantially damaged or destroyed" by a disaster, as declared by the Governor (the "Damaged Property"), to transfer their existing base year value (the "Original Base Year Value") to a comparable replacement property within the same county, which is acquired or constructed within five years after the disaster. At the time of such transfer, the Damaged Property will be reassessed at its full cash value immediately prior to damage or destruction (the "Original Cash Value"); however, such property will retain its base year value notwithstanding such a transfer. Property is substantially damaged or destroyed if either the land or the improvements sustain physical damage amounting to more than 50 percent of either the land or improvements full cash value immediately prior to the disaster. There is no filing deadline, but the assessor can only correct four years of assessments when the owner fails to file a claim within four years of acquiring a replacement property.

Under Proposition 50, the base year value of the replacement property (the "Replacement Base Year Value") depends on the relation of the full cash value of the replacement property (the "Replacement Cash Value") to the Original Cash Value: if the Replacement Cash Value exceeds 120 percent of the Original Cash Value, then the Replacement Base Year Value is calculated by combining the Original Base Year Value with such excessive Replacement Cash Value; if the Replacement Cash Value does not exceed 120 percent of the Original Cash Value, then the Replacement Base Year Value equals the Original Base Year Value; if the Replacement Cash Value is less than the Original Cash Value, then the Replacement Base Year Value equals the Replacement Cash Value. The replacement property must be comparable in size, utility, and function to the Damaged Property.

On November 2, 1993, the voters of the State approved Proposition 171. Proposition 171 amends subdivision (e) of Section 2 of Article XIIIA of the State Constitution to allow owners of Damaged Property to transfer their Original Base Year Value to a "comparable replacement property" located within another county in the State, which is acquired or newly constructed within three years after the disaster.

Inter-county transfers under Proposition 171 are more restrictive than intra-county transfers under Proposition 50. For example, Proposition 171 (1) only applies to (a) structures that are owned and occupied by property owners as their principal place of residence and (b) land of a "reasonable size that is used as a site for a residence;" (2) explicitly does not apply to property owned by firms, partnerships, associations, corporations, companies, or legal entities of any kind; (3) only applies to replacement property located in a county that adopted an ordinance allowing Proposition 171 transfers; (4) claims must be timely filed within three years of the date of purchase or completion of new construction; and (5) only applies to comparable

replacement property, which has a full cash value that is of "equal or lesser value" than the Original Cash Value.

Within the context of Proposition 171, "equal or lesser value" means that the amount of the Replacement Cash Value does not exceed either (1) 105 percent of the Original Cash Value when the replacement property is acquired or constructed within one year of the destruction, (2) 110 percent of the Original Cash Value when the replacement property is acquired or constructed within two years of the destruction, or (3) 115 percent of the Original Cash Value when the replacement property is acquired or constructed within three years of the destruction.

Unitary Property

Some amount of property tax revenue of the District is derived from utility property which is considered part of a utility system with components located in many taxing jurisdictions ("unitary property"). Under the State Constitution, such property is assessed by the State Board of Equalization ("SBE") as part of a "going concern" rather than as individual pieces of real or personal property. Such State-assessed unitary and certain other property is allocated to the counties by the SBE, taxed at special county-wide rates, and the tax revenues distributed to taxing jurisdictions (including the District) according to statutory formulae generally based on the distribution of taxes in the prior year. So long as the District is a basic aid district, taxes lost through any reduction in assessed valuation will not be compensated by the State as equalization aid under the State's school financing formula. See "DISTRICT FINANCIAL INFORMATION" herein.

Article XIIIB of the California Constitution

Article XIIIB ("Article XIIIB") of the State Constitution, as subsequently amended by Propositions 98 and 111, respectively, limits the annual appropriations of the State and of any city, county, school district, authority or other political subdivision of the State to the level of appropriations of the particular governmental entity for the prior fiscal year, as adjusted for changes in the cost of living and in population and for transfers in the financial responsibility for providing services and for certain declared emergencies. As amended, Article XIIIB defines:

(a) "change in the cost of living" with respect to school districts to mean the percentage change in California per capita income from the preceding year, and

(b) "change in population" with respect to a school district to mean the percentage change in the ADA of the school district from the preceding fiscal year.

For fiscal years beginning on or after July 1, 1990, the appropriations limit of each entity of government shall be the appropriations limit for the 1986-87 fiscal year adjusted for the changes made from that fiscal year pursuant to the provisions of Article XIIIB, as amended.

The appropriations of an entity of local government subject to Article XIIIB limitations include the proceeds of taxes levied by or for that entity and the proceeds of certain State subventions to that entity. "Proceeds of taxes" include, but are not limited to, all tax revenues and the proceeds to the entity from (a) regulatory licenses, user charges and user fees (but only to the extent that these proceeds exceed the reasonable costs in providing the regulation, product or service), and (b) the investment of tax revenues.

Appropriations subject to limitation do not include (a) refunds of taxes, (b) appropriations for bonded debt service such as Bonds issued under the 2016 Authorization, (c) appropriations required to comply with certain mandates of the courts or the federal government, (d) appropriations of certain special

districts, (e) appropriations for all qualified capital outlay projects as defined by the State Legislature, (f) appropriations derived from certain fuel and vehicle taxes and (g) appropriations derived from certain taxes on tobacco products.

Article XIIIB includes a requirement that all revenues received by an entity of government other than the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be returned by a revision of tax rates or fee schedules within the next two subsequent fiscal years.

Article XIIIB also includes a requirement that fifty percent of all revenues received by the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be transferred and allocated to the State School Fund pursuant to Section 8.5 of Article XVI of the State Constitution. See "– Propositions 98 and 111" herein.

Article XIIIC and Article XIIID of the California Constitution

On November 5, 1996, the voters of the State approved Proposition 218, popularly known as the "Right to Vote on Taxes Act." Proposition 218 added to the State Constitution Articles XIIIC and XIIID (respectively, "Article XIIIC" and "Article XIIID"), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the "Title and Summary" of Proposition 218 prepared by the State Attorney General, Proposition 218 limits "the authority of local governments to impose taxes and property-related assessments, fees and charges." Among other things, Article XIIIC establishes that every tax is either a "general tax" (imposed for general governmental purposes) or a "special tax" (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIIIC further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIIIA of the State Constitution and special taxes approved by a two-thirds vote under Article XIIIA, Section 4. Article XIIID deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIIIC or XIIID will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

The District does not impose any taxes, assessments, or property-related fees or charges which are subject to the provisions of Proposition 218. It does, however, receive a portion of the basic 1% *ad valorem* property tax levied and collected by the County pursuant to Article XIIIA of the State Constitution. The provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property within the District.

Proposition 26

On November 2, 2010, voters in the State approved Proposition 26. Proposition 26 amends Article XIIIC of the State Constitution to expand the definition of "tax" to include "any levy, charge, or exaction of any kind imposed by a local government" except the following: (1) a charge imposed for a specific benefit conferred or privilege granted directly to the payor that is not provided to those not charged, and

which does not exceed the reasonable costs to the local government of conferring the benefit or granting the privilege; (2) a charge imposed for a specific government service or product provided directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of providing the service or product; (3) a charge imposed for the reasonable regulatory costs to a local government for issuing licenses and permits, performing investigations, inspections, and audits, enforcing agricultural marketing orders, and the administrative enforcement and adjudication thereof; (4) a charge imposed for entrance to or use of local government property, or the purchase, rental, or lease of local government property; (5) a fine, penalty, or other monetary charge imposed by the judicial branch of government or a local government, as a result of a violation of law; (6) a charge imposed as a condition of property development; and (7) assessments and property-related fees imposed in accordance with the provisions of Article XIIID. Proposition 26 provides that the local government bears the burden of proving by a preponderance of the evidence that a levy, charge, or other exaction is not a tax, that the amount is no more than necessary to cover the reasonable costs of the governmental activity, and that the manner in which those costs are allocated to a payor bear a fair or reasonable relationship to the payor's burdens on, or benefits received from, the governmental activity.

Propositions 98 and 111

On November 8, 1988, voters of the State approved Proposition 98, a combined initiative constitutional amendment and statute called the "Classroom Instructional Improvement and Accountability Act" (the "Accountability Act"). Certain provisions of the Accountability Act have, however, been modified by Proposition 111, discussed below, the provisions of which became effective on July 1, 1990. The Accountability Act changed State funding of public education below the university level and the operation of the State's appropriations limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (hereinafter referred to collectively as "K-14 school districts") at a level equal to the greater of (a) the same percentage of the State general fund revenues as the percentage appropriated to such districts in the 1986-87 fiscal year, and (b) the amount actually appropriated to such districts from the State general fund in the previous fiscal year, adjusted for increases in enrollment and changes in the cost of living. The Accountability Act permits the State Legislature to suspend this formula for a one-year period.

The Accountability Act also changed how tax revenues in excess of the State appropriations limit are distributed. Any excess State tax revenues up to a specified amount are, instead of being returned to taxpayers, is transferred to K-14 school districts. Any such transfer to K-14 school districts would be excluded from the appropriations limit for K-14 school districts and the K-14 school district appropriations limit for the next year is automatically increased by the amount of such transfer. These additional moneys enter the base funding calculation for K-14 school districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIIIB surplus. The maximum amount of excess tax revenues which can be transferred to K-14 school districts is 4% of the minimum State spending for education mandated by the Accountability Act.

Since the Accountability Act is unclear in some details, there can be no assurances that the State Legislature or a court might not interpret the Accountability Act to require a different percentage of State general fund revenues to be allocated to K-14 school districts, or to apply the relevant percentage to the State's budgets in a different way than is proposed in the State budget.

On June 5, 1990, the voters of the State approved Proposition 111 (Senate Constitutional Amendment No. 1) called the "Traffic Congestion Relief and Spending Limitation Act of 1990" ("Proposition 111") which further modified Article XIIIB and Sections 8 and 8.5 of Article XVI of the State Constitution with respect to appropriations limitations and school funding priority and allocation.

The most significant provisions of Proposition 111 are summarized as follows:

a. Annual Adjustments to Spending Limit. The annual adjustments to the Article XIIIB spending limit were liberalized to be more closely linked to the rate of economic growth. Instead of being tied to the Consumer Price Index, the "change in the cost of living" is now measured by the change in State per capita personal income. The definition of "change in population" specifies that a portion of the State's spending limit is to be adjusted to reflect changes in school attendance.

b. Treatment of Excess Tax Revenues. "Excess" tax revenues with respect to Article XIIIB are now determined based on a two-year cycle, so that the State can avoid having to return to taxpayers excess tax revenues in one year if its appropriations in the next fiscal year are under its limit. In addition, the Proposition 98 provision regarding excess tax revenues was modified. After any two-year period, if there are excess State tax revenues, 50% of the excess are to be transferred to K-14 school districts with the balance returned to taxpayers; under prior law, 100% of excess State tax revenues went to K-14 school districts, but only up to a maximum of 4% of the schools' minimum funding level. Also, reversing prior law, any excess State tax revenues transferred to K-14 school districts are not built into the school districts' base expenditures for calculating their entitlement for State aid in the next year, and the State's appropriations limit is not to be increased by this amount.

c. Exclusions from Spending Limit. Two exceptions were added to the calculation of appropriations which are subject to the Article XIIIB spending limit. First, there are excluded all appropriations for "qualified capital outlay projects" as defined by the State Legislature. Second, there are excluded any increases in gasoline taxes above the 1990 level (then nine cents per gallon), sales and use taxes on such increment in gasoline taxes, and increases in receipts from vehicle weight fees above the levels in effect on January 1, 1990. These latter provisions were necessary to make effective the transportation funding package approved by the State Legislature and the Governor, which was expected to raise over $15 billion in additional taxes from 1990 through 2000 to fund transportation programs.

d. Recalculation of Appropriations Limit. The Article XIIIB appropriations limit for each unit of government, including the State, is to be recalculated beginning in fiscal year 1990-91. It is based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Proposition 111 had been in effect.

e. School Funding Guarantee. There is a complex adjustment in the formula enacted in Proposition 98 which guarantees K-14 school districts a certain amount of State general fund revenues. Under prior law, K-14 school districts were guaranteed the greater of (1) 40.9% of State general fund revenues ("Test 1") or (2) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIIIB by reference to per capita personal income) and enrollment ("Test 2"). Under Proposition 111, schools will receive the greater of (1) Test 1, (2) Test 2, or (3) a third test ("Test 3"), which will replace Test 2 in any year when growth in per capita State general fund revenues from the prior year is less than the annual growth in State per capita personal income. Under Test 3, schools will receive the amount appropriated in the prior year adjusted for change in enrollment and per capita State general fund revenues, plus an additional small adjustment factor. If Test 3 is used in any year, the difference between Test 3 and Test 2 will become a "credit" to schools which will be paid in future years when State general fund revenue growth exceeds personal income growth.

Proposition 39

On November 7, 2000, State voters approved an amendment (commonly known as Proposition 39) to the State Constitution. Proposition 39 is an initiated Constitutional amendment that (1) allows school facilities bond measures to be approved by 55% (rather than two-thirds) of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay general obligation bonds and (2) changes existing statutory law regarding charter school facilities. As adopted, the constitutional amendments may be changed only with another Statewide vote of the people. The statutory provisions could be changed by a majority vote of both houses of the State Legislature and approval by the Governor, but only to further the purposes of the proposition. The local school jurisdictions affected by this proposition are K-12 school districts, including the District, community college districts, and county offices of education. As noted above, the State Constitution previously limited property taxes to 1 percent of the value of property, such that property taxes could only exceed this limit to pay for (1) any local government debt approved by the voters prior to July 1, 1978 or (2) bonds to acquire or improve real property that receive two-thirds voter approval after July 1, 1978.

The 55% vote requirement authorized by Proposition 39 applies only if the local bond measure presented to the voters includes: (1) a requirement that the bond funds can be used only for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities; (2) a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list; and (3) a requirement that the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure. Legislation approved in June 2000 places certain limitations on local school bonds to be approved by 55% of the voters. These provisions require that such bonds may be issued only if the tax rate per $100,000 of taxable property value projected to be levied as the result of any single election would not exceed $60 (for a unified school district), $30 (for a high school or elementary school district, such as the District), or $25 (for a community college district), when assessed valuation is projected to increase in accordance with Article XIIIA of the State Constitution. These requirements are not part of Proposition 39 and can be changed with a majority vote of both houses of the State Legislature and approval by the Governor. See "- Article XIIIA of the California Constitution" herein.

Proposition 1A and Proposition 22

On November 2, 2004, State voters approved Proposition 1A, which amends the State Constitution to significantly reduce the State's authority over major local government revenue sources. Under Proposition 1A, the State cannot (i) reduce local sales tax rates or alter the method of allocating the revenue generated by such taxes, (ii) shift property taxes from local governments to schools or community colleges, (iii) change how property tax revenues are shared among local governments without two-third approval of both houses of the State Legislature or (iv) decrease Vehicle License Fee revenues without providing local governments with equal replacement funding. Proposition 1A does allow the State to approve voluntary exchanges of local sales tax and property tax revenues among local governments within a county. Proposition 1A also amends the State Constitution to require the State to suspend certain State laws creating mandates in any year that the State does not fully reimburse local governments for their costs to comply with the mandates. This provision does not apply to mandates relating to schools or community colleges or to those mandates relating to employee rights.

Proposition 22, The Local Taxpayer, Public Safety, and Transportation Protection Act, approved by State voters on November 2, 2010, prohibits the State from enacting new laws that require redevelopment agencies to shift funds to schools or other agencies and eliminates the State's authority to shift property taxes temporarily during a severe financial hardship of the State. In addition, Proposition 22 restricts the

State's authority to use State fuel tax revenues to pay debt service on State transportation bonds, to borrow or change the distribution of State fuel tax revenues, and to use Vehicle License Fee revenues to reimburse local governments for State mandated costs. Proposition 22 impacts resources in the State's general fund and transportation funds, the State's main funding source for schools and community colleges, as well as universities, prisons and health and social services programs. According to an analysis of Proposition 22 submitted by the Legislative Analyst's Office (the "LAO") on July 15, 2010, the expected reduction in resources available for the State to spend on these other programs as a consequence of the passage of Proposition 22 was expected to be approximately $1 billion in fiscal year 2010-11, with an estimated immediate fiscal effect equal to approximately 1% of the State's total general fund spending. The longer-term effect of Proposition 22, according to the LAO analysis, was expected to be an increase in the State's general fund costs by approximately $1 billion annually for several decades. See also "DISTRICT FINANCIAL INFORMATION – State Dissolution of Redevelopment Agencies" herein.

Jarvis vs. Connell

On May 29, 2002, the State Court of Appeal for the Second District decided the case of *Howard Jarvis Taxpayers Association, et al. v. Kathleen Connell* (as Controller of the State). The Court of Appeal held that either a final budget bill, an emergency appropriation, a self-executing authorization pursuant to state statutes (such as continuing appropriations) or the State Constitution or a federal mandate is necessary for the State Controller to disburse funds. The foregoing requirement could apply to amounts budgeted by the District as being received from the State. To the extent the holding in such case would apply to State payments reflected in the District's budget, the requirement that there be either a final budget bill or an emergency appropriation may result in the delay of such payments to the District if such required legislative action is delayed, unless the payments are self-executing authorizations or are subject to a federal mandate. On May 1, 2003, the State Supreme Court upheld the holding of the Court of Appeal, stating that the Controller is not authorized under State law to disburse funds prior to the enactment of a budget or other proper appropriation, but under federal law, the Controller is required, notwithstanding a budget impasse and the limitations imposed by State law, to timely pay those State employees who are subject to the minimum wage and overtime compensation provisions of the federal Fair Labor Standards Act.

Proposition 55

The California Children's Education and Health Care Protection Act of 2016 (also known as "Proposition 55") is a constitutional amendment approved by the voters of the State on November 8, 2016. Proposition 55 extends, through 2030, the increases to personal income tax rates for high-income taxpayers that were approved as part of Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment (also known as "Proposition 30"). Proposition 30 increased the marginal personal income tax rate by: (i) 1% for taxable income over $250,000 but less than $300,001 for single filers (over $500,000 but less than $600,001 for joint filers and over $340,000 but less than $408,001 for head-of-household filers), (ii) 2% for taxable income over $300,000 but less than $500,001 for single filers (over $600,000 but less than $1,000,001 for joint filers and over $408,000 but less than $680,001 for head-of-household filers), and (iii) 3% for taxable income over $500,000 for single filers (over $1,000,000 for joint filers and over $680,000 for head-of-household filers).

The revenues generated from the personal income tax increases will be included in the calculation of the Proposition 98 Minimum Funding Guarantee (defined herein) for school districts and community college districts. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Propositions 98 and 111" herein. From an accounting perspective, the revenues generated from the personal income tax increases are being deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the "EPA"). Pursuant to Proposition 30, funds in the EPA will be allocated quarterly, with 89% of such funds

provided to school districts and 11% provided to community college districts. The funds will be distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than $200 per unit of ADA and no community college district will receive less than $100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing board is prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

Proposition 2

On November 4, 2014, State voters approved the Rainy Day Budget Stabilization Fund Act (also known as "Proposition 2"). Proposition 2 is a legislatively-referred constitutional amendment which makes certain changes to State budgeting practices, including substantially revising the conditions under which transfers are made to and from the State's Budget Stabilization Account (the "BSA") established by the California Balanced Budget Act of 2004 (also known as Proposition 58).

Under Proposition 2, and beginning in fiscal year 2015-16 and each fiscal year thereafter, the State will generally be required to annually transfer to the BSA an amount equal to 1.5% of estimated State general fund revenues (the "Annual BSA Transfer"). Supplemental transfers to the BSA (a "Supplemental BSA Transfer") are also required in any fiscal year in which the estimated State general fund revenues that are allocable to capital gains taxes exceed 8% of the total estimated general fund tax revenues. Such excess capital gains taxes—net of any portion thereof owed to K-14 school districts pursuant to Proposition 98—will be transferred to the BSA. Proposition 2 also increases the maximum size of the BSA to an amount equal to 10% of estimated State general fund revenues for any given fiscal year. In any fiscal year in which a required transfer to the BSA would result in an amount in excess of the 10% threshold, Proposition 2 requires such excess to be expended on State infrastructure, including deferred maintenance.

For the first 15-year period ending with the 2029-30 fiscal year, Proposition 2 provides that half of any required transfer to the BSA, either annual or supplemental, must be appropriated to reduce certain State liabilities, including making certain payments owed to K-14 school districts, repaying State interfund borrowing, reimbursing local governments for State mandated services, and reducing or prefunding accrued liabilities associated with State-level pension and retirement benefits. Following the initial 15-year period, the Governor and the State Legislature are given discretion to apply up to half of any required transfer to the BSA to the reduction of such State liabilities. Any amount not applied towards such reduction must be transferred to the BSA or applied to infrastructure, as described above.

Proposition 2 changes the conditions under which the Governor and the State Legislature may draw upon or reduce transfers to the BSA. The Governor does not retain unilateral discretion to suspend transfers to the BSA, nor does the State Legislature retain discretion to transfer funds from the BSA for any reason, as previously provided by law. Rather, the Governor must declare a "budget emergency," defined as an emergency within the meaning of Article XIIIB of the State Constitution or a determination that estimated resources are inadequate to fund State general fund expenditures, for the current or ensuing fiscal year, at a level equal to the highest level of State spending within the three immediately preceding fiscal years. Any such declaration must be followed by a legislative bill providing for a reduction or transfer. Draws on the BSA are limited to the amount necessary to address the budget emergency, and no draw in any fiscal year may exceed 50% of the funds on deposit in the BSA unless a budget emergency was declared in the preceding fiscal year.

Proposition 2 also requires the creation of the Public School System Stabilization Account (the "PSSSA") into which transfers will be made in any fiscal year in which a Supplemental BSA Transfer is required (as described above). Such transfer will be equal to the portion of capital gains taxes above the 8% threshold that would otherwise be paid to K-14 school districts as part of the minimum funding guarantee. A transfer to the PSSSA will only be made if certain additional conditions are met, as follows: (i) the minimum funding guarantee was not suspended in the immediately preceding fiscal year, (ii) the operative Proposition 98 formula for the fiscal year in which a PSSSA transfer might be made is "Test 1," (iii) no maintenance factor obligation is being created in the budgetary legislation for the fiscal year in which a PSSSA transfer might be made, (iv) all prior maintenance factor obligations have been fully repaid, and (v) the minimum funding guarantee for the fiscal year in which a PSSSA transfer might be made is higher than the immediately preceding fiscal year, as adjusted for ADA growth and cost of living. Proposition 2 caps the size of the PSSSA at 10% of the estimated minimum funding guarantee in any fiscal year, and any excess funds must be paid to K-14 school districts. Reductions to any required transfer to the PSSSA, or draws on the PSSSA, are subject to the same budget emergency requirements described above. However, Proposition 2 also mandates draws on the PSSSA in any fiscal year in which the estimated minimum funding guarantee is less than the prior year's funding level, as adjusted for ADA growth and cost of living.

SB 858. Senate Bill 858 ("SB 858") became effective upon the passage of Proposition 2. SB 858 includes provisions which could limit the amount of reserves that may be maintained by a school district in certain circumstances. Under SB 858, in any fiscal year immediately following a fiscal year in which the State has made a transfer into the PSSSA, any adopted or revised budget by a school district would need to contain a combined unassigned and assigned ending fund balance that (a) for school districts with an ADA of less than 400,000, is not more than two times the amount of the reserve for economic uncertainties mandated by the State Education Code, or (b) for school districts with an ADA that is more than 400,000, is not more than three times the amount of the reserve for economic uncertainties mandated by the State Education Code. In certain cases, the county superintendent of schools may grant a school district a waiver from this limitation on reserves for up to two consecutive years within a three-year period if there are certain extraordinary fiscal circumstances.

The District, which has an ADA of less than 400,000, is required to maintain a reserve for economic uncertainty in an amount equal to 3% of its general fund expenditures and other financing uses.

SB 751. Senate Bill 751 ("SB 751"), enacted on October 11, 2017, alters the reserve requirements imposed by SB 858. Under SB 751, in a fiscal year immediately after a fiscal year in which the amount of moneys in the PSSSA is equal to or exceeds 3% of the combined total general fund revenues appropriated for school districts and allocated local proceeds of taxes for that fiscal year, a school district budget that is adopted or revised cannot have an assigned or unassigned ending fund balance that exceeds 10% of those funds. SB 751 excludes from the requirements of those provisions basic aid school districts (also known as community funded districts) and small school districts having fewer than 2,501 units of average daily attendance.

Proposition 51

The Kindergarten Through Community College Public Education Facilities Bond Act of 2016 (also known as Proposition 51) is an initiative that was approved by State voters on November 8, 2016. Proposition 51 authorizes the sale and issuance of $9 billion in State general obligation bonds for the new construction and modernization of K-14 facilities.

K-12 School Facilities. Proposition 51 includes $3 billion for the new construction of K-12 facilities and an additional $3 billion for the modernization of existing K-12 facilities. K-12 school districts

will be required to pay for 50% of the new construction costs and 40% of the modernization costs with local revenues. If a school district lacks sufficient local funding, it may apply for additional State grant funding, up to 100% of the project costs. In addition, a total of $1 billion will be available for the modernization and new construction of charter school facilities ($500 million) and technical education facilities ($500 million). Generally, 50% of modernization and new construction project costs for charter school and technical education facilities must come from local revenues. However, school districts that cannot cover their local share for these two types of projects may apply for State loans. State loans must be repaid over a maximum of 30 years for charter school facilities and 15 years for career technical education facilities. For career technical education facilities, state grants are capped at $3 million for a new facility and $1.5 million for a modernized facility. Charter schools must be deemed financially sound before project approval.

Community College Facilities. Proposition 51 includes $2 billion for community college district facility projects, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment. In order to receive funding, community college districts must submit project proposals to the Chancellor of the community college system, who then decides which projects to submit to the State Legislature and Governor based on a scoring system that factors in the amount of local funds contributed to the project. The Governor and State Legislature will select among eligible projects as part of the annual State budget process.

The District makes no guarantees that it will either pursue or qualify for Proposition 51 state facilities funding.

Future Initiatives

Article XIIIA, Article XIIIB, Article XIIIC and Article XIIID of the State Constitution and Propositions 22, 26, 30, 39, 98, 55 and 51 were each adopted as measures that qualified for the ballot pursuant to the State's initiative process. From time to time other initiative measures could be adopted further affecting District revenues or the District's ability to expend revenues. The nature and impact of these measures cannot be anticipated by the District.

DISTRICT FINANCIAL INFORMATION

State Funding of Education

School district revenues consist primarily of guaranteed State moneys, local property taxes and funds received from the State in the form of categorical aid under ongoing programs of local assistance. All State aid is subject to the appropriation of funds in the State's annual budget.

Revenue Limit Funding. Previously, school districts operated under general purpose revenue limits established by the State Department of Education. In general, revenue limits were calculated for each school district by multiplying the ADA for such district by a base revenue limit per unit of ADA. Revenue limit calculations were subject to adjustment in accordance with a number of factors designed to provide cost of living adjustments ("COLAs") and to equalize revenues among school districts of the same type. Funding of a school district's revenue limit was provided by a mix of local property taxes and State apportionments of basic and equalization aid. Since fiscal year 2013-14, school districts have been funded based on a uniform system of funding grants assigned to certain grade spans. See "— Local Control Funding Formula" herein.

The following table reflects the District's historical ADA and the revenue limit and deficit revenue limit rates per unit of ADA for fiscal years 2008-09 through 2012-13.

AVERAGE DAILY ATTENDANCE AND REVENUE LIMIT
Fiscal Years 2008-09 through 2012-13
Orcutt Union School District

Fiscal Year	Enrollment[(1)]	ADA[(2)]	Base Revenue Limit Per ADA[(3)]	Deficit Revenue Limit Per ADA[(3)]
2008-09	4,442	4,383	$5,871	$4,383
2009-10	4,329	4,276	6,121	4,276
2010-11	4,265	4,157	6,097	4,157
2011-12	4,379	4,198	6,507	4,198
2012-13	4,387	4,222	6,577	4,222

Note: All numbers are rounded to the nearest whole.
(1) Reflects certified enrollment as of the October report submitted to the California Basic Educational Data System ("CBEDS"). Excludes enrollment for charter schools operated by the District.
(2) Reflects ADA as of the second principal reporting period ("P-2 ADA"), which ends on or before the last attendance month prior to April 15 of each school year. An attendance month is equal to each four-week period of instruction beginning with the first day of school for a particular school district. Excludes ADA for charter schools operated by the District.
(3) Deficit revenue limit funding, when provided for in State budgetary legislation, reduced the revenue limit allocations received by school districts by applying a deficit factor to the base revenue limit for the given fiscal year, and resulted from an insufficiency of appropriation funds in the State budget to provide for State aid owed to school districts. The State's practice of deficit revenue limit funding was most recently reinstated beginning in fiscal year 2008-09, and discontinued following the implementation of the LCFF (as defined herein).
Source: Orcutt Union School District.

Local Control Funding Formula. State Assembly Bill 97 (Stats. 2013, Chapter 47) ("AB 97"), as amended by Senate Bill 91 (Stats. 2013, Chapter 49) ("SB 91"), established the current system for funding school districts, charter schools and county offices of education.

The primary component of AB 97 was the implementation of the Local Control Funding Formula ("LCFF"), which replaced the revenue limit funding system for determining State apportionments, as well as the majority of categorical program funding. State allocations are now provided on the basis of target base funding grants per unit of ADA (a "Base Grant") assigned to each of four grade spans. Each Base Grant is subject to certain adjustments and add-ons, as discussed below. During the implementation period of the LCFF, an annual transition adjustment was calculated for each school district, equal to such district's proportionate share of appropriations included in the State budget to close the gap between the prior-year funding level and the target allocation following full implementation of the LCFF. In each year, school districts had the same proportion of their respective funding gaps closed, with dollar amounts varying depending on the size of a district's funding gap.

The Base Grants per unit of ADA for each grade span are as follows: (i) $6,845 for grades K-3; (ii) $6,947 for grades 4-6; (iii) $7,154 for grades 7-8; and (iv) $8,289 for grades 9-12. During the implementation period of the LCFF, Base Grants were required to be adjusted annually for COLAs by applying the implicit price deflator for government goods and services. The provision of COLAs is now subject to appropriation for such adjustment in the annual State budget. The differences among Base Grants are linked to differentials in statewide average revenue limit rates by district type, and are intended to recognize the generally higher costs of education at higher grade levels. See also "—State Budget" for information on the adjusted Base Grants provided by current budgetary legislation.

The Base Grants for grades K-3 and 9-12 are subject to adjustments of 10.4% and 2.6%, respectively, to cover the costs of class size reduction in early grades and the provision of career technical education in high schools. Unless otherwise collectively bargained for, school districts serving students in grades K-3 must maintain an average class enrollment of 24 or fewer students in grades K-3 at each school site in order to continue receiving the adjustment to the K-3 Base Grant. Such school districts must also

make progress towards this class size reduction goal in proportion to the growth in their funding over the implementation period. AB 97 also provides additional add-ons to school districts that received categorical block grant funding pursuant to the Targeted Instructional Improvement and Home-to-School Transportation programs during fiscal year 2012-13.

School districts that serve students of limited English proficiency ("EL" students), students from low income families that are eligible for free or reduced priced meals ("LI" students) and foster youth are eligible to receive additional funding grants. Enrollment counts are unduplicated, such that students may not be counted as both EL and LI (foster youth automatically meet the eligibility requirements for free or reduced priced meals). AB 97 authorizes a supplemental grant add-on (each, a "Supplemental Grant") for school districts that serve EL/LI students, equal to 20% of the applicable Base Grant multiplied by such districts' percentage of unduplicated EL/LI student enrollment. School districts whose EL/LI populations exceed 55% of their total enrollment are eligible for a concentration grant add-on (each, a "Concentration Grant") equal to 50% of the applicable Base Grant multiplied by the percentage of such district's unduplicated EL/LI student enrollment in excess of the 55% threshold.

The table on the following page shows a breakdown of the District's ADA by grade span, total enrollment, and the percentage of EL/LI student enrollment, for fiscal years 2013-14 through 2020-21.

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ADA, ENROLLMENT AND EL/LI ENROLLMENT PERCENTAGE
Fiscal Years 2013-14 through 2020-21
Orcutt Union School District

	Average Daily Attendance[1]				Enrollment[2]	
Fiscal Year	TK-3	4-6	7-8	Total	Total Enrollment	% of EL/LI Enrollment
2013-14	1,772	1,369	991	4,131	4,400	14.2%
2014-15	1,776	1,458	988	4,223	4,512	13.9
2015-16	1,655	1,494	974	4,123	4,492	14.7
2016-17	1,618	1,450	1,017	4,086	4,494	14.2
2017-18	1,748	1,404	1,099	4,251	4,593	13.8
2018-19	1,704	1,379	1,097	4,180	4,394	13.7
2019-20	1,713	1,376	1,016	4,105	4,297	13.7
2020-21[3]	1,577	1,289	984	3,850	3,952	11.1

(1) Except for fiscal year 2020-21, reflects ADA as of the second principal reporting period (P-2 ADA), ending on or before the last attendance month prior to April 15 of each school year. An attendance month is equal to each four-week period of instruction beginning with the first day of school for a particular school district. Excludes County-operated programs and charter school students. For the 2019-20 school year, due to the outbreak of COVID-19, P-2 ADA only reflects full school months from July 1, 2019 through February 29, 2020. See "- Considerations Regarding COVID-19" herein. In addition, due to the hold harmless provision provided for in the 2020-21 State Budget, the District will be funded based on its 2019-20 ADA through fiscal year 2021-22. See "- State Budget" herein.

(2) Reflects certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year and used to calculate each school district's unduplicated EL/LI student enrollment. Adjustments may be made to the certified EL/LI counts by the California Department of Education. CALPADS figures exclude preschool and adult transitional students. For purposes of calculating Supplemental and Concentration Grants, a school district's fiscal year 2013-14 percentage of unduplicated EL/LI students was expressed solely as a percentage of its total fiscal year 2013-14 total enrollment. For fiscal year 2014-15, the percentage of unduplicated EL/LI enrollment was based on the two-year average of EL/LI enrollment in fiscal years 2013-14 and 2014-15. Beginning in fiscal year 2015-16, a school district's percentage of unduplicated EL/LI students will be based on a rolling average of such district's EL/LI enrollment for the then-current fiscal year and the two immediately preceding fiscal years. Enrollment excludes charter school students.

(3) ADA is projected; enrollment is actual.

Source: Orcutt Union School District.

For certain school districts that would have received greater funding levels under the prior revenue limit system, the LCFF provides for a permanent economic recovery target ("ERT") add-on, equal to the difference between the revenue limit allocations such districts would have received under the prior system in fiscal year 2020-21, and the target LCFF allocations owed to such districts in the same year. To derive the projected funding levels, the LCFF assumes the discontinuance of deficit revenue limit funding, implementation of a COLA in fiscal years 2014-15 through 2020-21, and restoration of categorical funding to pre-recession levels. The ERT add-on was paid incrementally over the implementation period of the LCFF. The District does not qualify for the ERT add-on.

The sum of a school district's adjusted Base, Supplemental and Concentration Grants will be multiplied by such district's P-2 ADA for the current or prior year, whichever is greater (with certain adjustments applicable to small school districts). This funding amount, together with any applicable ERT or categorical block grant add-ons, will yield a district's total LCFF allocation. Generally, the amount of annual State apportionments received by a school district will amount to the difference between such total LCFF allocation and such district's share of applicable local property taxes. Most school districts receive a significant portion of their funding from such State apportionments. As a result, decreases in State revenues may significantly affect appropriations made by the State Legislature to school districts.

Community Funded Districts. Certain school districts, known as "community funded" districts (or alternatively as "basic aid" districts), have allocable local property tax collections that equal or exceed such districts' total LCFF allocation by more than the District's EPA allocation, and result in the receipt of no State apportionment aid. Community funded school districts receive certain other non-LCFF State funding, which is deemed to satisfy the "basic aid" requirement guaranteed by Article IX, Section 6 of the State Constitution. The implication for community funded districts is that the legislatively determined allocations to school districts, and other politically determined factors, are less significant in determining their primary funding sources. Rather, property tax growth and the local economy are the primary determinants. The District does not currently qualify as a community funded district.

Accountability. Regulations adopted by the State Board of Education require that school districts increase or improve services for EL/LI students in proportion to the increase in funds apportioned to such districts on the basis of the number and concentration of such EL/LI students, and detail the conditions under which school districts can use supplemental or concentration funding on a school-wide or district-wide basis.

School districts are also required to adopt local control and accountability plans ("LCAPs") disclosing annual goals for all students, as well as certain numerically significant student subgroups, to be achieved in eight areas of State priority identified by the LCFF. LCAPs may also specify additional local priorities. LCAPs must specify the actions to be taken to achieve each goal, including actions to correct identified deficiencies with regard to areas of State priority. LCAPs covering a three-year period were required to be adopted beginning in fiscal year 2014-15, and updated annually thereafter. The State Board of Education has adopted a template LCAP for use by school districts.

Support and Intervention. AB 97, as amended by SB 91, established a new system of support and intervention to assist school districts in meeting the performance expectations outlined in their respective LCAPs. School districts must adopt their LCAPs (or annual updates thereto) in tandem with their annual operating budgets, and not later than five days thereafter submit such LCAPs or updates to their respective county superintendents of schools. On or before August 15 of each year, a county superintendent may seek clarification regarding the contents of a district's LCAP (or annual update thereto), and the district is required to respond to such a request within 15 days. Within 15 days of receiving such a response, the county superintendent can submit non-binding recommendations for amending the LCAP or annual update, and such recommendations must be considered by the respective school district at a public hearing within 15 days. A district's LCAP or annual update must be approved by the county superintendent by October 8 of each year if the superintendent determines that (i) the LCAP or annual update adheres to the State template, and (ii) the district's budgeted expenditures are sufficient to implement the actions and strategies outlined in the LCAP.

A school district is required to receive additional support if its respective LCAP or annual update thereto is not approved, if the district requests technical assistance from its respective county superintendent, or if the district does not improve student achievement across more than one State priority for one or more student subgroups. Such support can include a review of a district's strengths and weaknesses in the eight State priority areas, or the assignment of an academic expert to assist the district with identifying and implementing programs designed to improve outcomes. Assistance may be provided by the California Collaborative for Educational Excellence, a state agency created by the LCFF and charged with assisting school districts with achieving the goals set forth in their LCAPs. The State Board of Education has developed rubrics to assess school district performance and the need for support and intervention.

The State Superintendent is further authorized, with the approval of the State Board of Education, to intervene in the management of persistently underperforming school districts. The State Superintendent

may intervene directly or assign an academic trustee to act on his or her behalf. In so doing, the State Superintendent is authorized to (i) modify a district's LCAP, (ii) impose budget revisions designed to improve student outcomes, and (iii) stay or rescind actions of the local governing board that would prevent such district from improving student outcomes; provided, however, that the State Superintendent is not authorized to rescind an action required by a local collective bargaining agreement.

Other State Sources. In addition to State allocations determined pursuant to the LCFF, the District receives other State revenues consisting primarily of restricted revenues designed to implement State mandated programs. Beginning in fiscal year 2013-14, categorical spending restrictions associated with a majority of State mandated programs were eliminated, and funding for these programs was folded into the LCFF. Categorical funding for certain programs was excluded from the LCFF, and school districts will continue to receive restricted State revenues to fund these programs.

Other Revenue Sources

Federal and Local Sources. The federal government provides funding for several school district programs, including special education programs, programs under the Every Student Succeeds Act, and specialized programs such as Drug Free Schools, Innovative Strategies, and Vocational & Applied Technology. In addition, school districts may receive additional local revenues beyond local property tax collections, such as leases and rentals, interest earnings, interagency services, developer fees, redevelopment revenues, and other local sources.

Developer Fees. The District currently collects developer fees on residential and commercial development to finance essential school facilities within the District. Residential development is assessed a fee of $2.82 per square foot, and commercial development is assessed a fee of $0.46 per square foot. The District maintains a fund, separate and apart from the general fund, to account for developer fees collected by the District. Developer fee revenues may be only be expended on capital facility improvements necessitated by increases in enrollment resulting from development. The following table shows a five-year history of developer fee revenues and a projected amount for fiscal year 2020-21.

DEVELOPER FEES
Fiscal Years 2015-16 through 2020-21
Orcutt Union School District

Year	Developer Fee Revenues
2015-16	$156,267
2016-17	320,152
2017-18	792,662
2018-19	738,748
2019-20	593,331
2020-21[(1)]	495,737

(1) Projected.
Source: Orcutt Union School District.

State Dissolution of Redevelopment Agencies

On December 30, 2011, the State Supreme Court issued its decision in the case of *California Redevelopment Association v. Matosantos* ("*Matosantos*"), finding ABx1 26, a trailer bill to the 2011-12 State budget, to be constitutional. As a result, all redevelopment agencies in the State ceased to exist as a matter of law on February 1, 2012.

ABx1 26 was modified by Assembly Bill No. 1484 (Chapter 26, Statutes of 2011-12) ("AB 1484"), which, together with ABx1 26, is referred to herein as the "Dissolution Act." The Dissolution Act provides that all rights, powers, duties and obligations of a redevelopment agency under the California Community Redevelopment Law that have not been repealed, restricted or revised pursuant to ABx1 26 will be vested in a successor agency, generally the county or city that authorized the creation of the redevelopment agency (each, a "Successor Agency"). All property tax revenues that would have been allocated to a redevelopment agency, less the corresponding county auditor-controller's cost to administer the allocation of property tax revenues, are now allocated to a corresponding Redevelopment Property Tax Trust Fund ("Trust Fund"), to be used for the payment of pass-through payments to local taxing entities, and thereafter to bonds of the former redevelopment agency and any "enforceable obligations" of the Successor Agency, as well as to pay certain administrative costs. The Dissolution Act defines "enforceable obligations" to include bonds, loans, legally required payments, judgments or settlements, legal binding and enforceable obligations, and certain other obligations.

Among the various types of enforceable obligations, the first priority for payment is tax allocation bonds issued by the former redevelopment agency; second is revenue bonds, which may have been issued by the host city, but only where the tax increment revenues were pledged for repayment and only where other pledged revenues are insufficient to make scheduled debt service payments; third is administrative costs of the Successor Agency, equal to at least $250,000 in any year, unless the oversight board reduces such amount for any fiscal year or a lesser amount is agreed to by the Successor Agency; then, fourth is tax revenues in the Trust Fund in excess of such amounts, if any, will be allocated as residual distributions to local taxing entities in the same proportions as other tax revenues. Moreover, all unencumbered cash and other assets of former redevelopment agencies will also be allocated to local taxing entities in the same proportions as tax revenues. Notwithstanding the foregoing portion of this paragraph, the order of payment is subject to modification in the event a Successor Agency timely reports to the Controller and the Department of Finance that application of the foregoing will leave the Successor Agency with amounts insufficient to make scheduled payments on enforceable obligations. If the county auditor-controller verifies that the Successor Agency will have insufficient amounts to make scheduled payments on enforceable obligations, it shall report its findings to the Controller. If the Controller agrees there are insufficient funds to pay scheduled payments on enforceable obligations, the amount of such deficiency shall be deducted from the amount remaining to be distributed to taxing agencies, as described as the fourth distribution above, then from amounts available to the Successor Agency to defray administrative costs. In addition, if a taxing agency entered into an agreement pursuant to Health and Safety Code Section 33401 for payments from a redevelopment agency under which the payments were to be subordinated to certain obligations of the redevelopment agency, such subordination provisions shall continue to be given effect.

As noted above, the Dissolution Act expressly provides for continuation of pass-through payments to local taxing entities. Per statute, 100% of contractual and statutory two percent pass-throughs, and 56.7% of statutory pass-throughs authorized under the Community Redevelopment Law Reform Act of 1993 (AB 1290, Chapter 942, Statutes of 1993) ("AB 1290"), are restricted to educational facilities without offset against LCFF apportionments by the State. Only 43.3% of AB 1290 pass-throughs are offset against State aid so long as the District uses the moneys received for land acquisition, facility construction, reconstruction, or remodeling, or deferred maintenance as provided under Education Code Section 42238(h).

ABX1 26 states that in the future, pass-throughs shall be made in the amount "which would have been received had the redevelopment agency existed at that time," and that the County Auditor-Controller shall "determine the amount of property taxes that would have been allocated to each redevelopment agency had the redevelopment agency not been dissolved pursuant to the operation of [ABX1 26] using current assessed values and pursuant to statutory [pass-through] formulas and contractual agreements with other taxing agencies."

Successor Agencies continue to operate until all enforceable obligations have been satisfied and all remaining assets of the Successor Agency have been disposed of. AB 1484 provides that once the debt of the Successor Agency is paid off and remaining assets have been disposed of, the Successor Agency shall terminate its existence and all pass-through payment obligations shall cease.

The District can make no representations as to the extent to which its revenue limit apportionments from the State may be offset by the future receipt of residual distributions or from unencumbered cash and assets of former redevelopment agencies any other surplus property tax revenues pursuant to the Dissolution Act.

Considerations Regarding COVID-19

An outbreak of disease or similar public health threat, such as the current coronavirus ("COVID-19") outbreak, or fear of such an event, could have an adverse impact on the District's financial condition and operating results.

The spread of COVID-19 is having significant negative impacts throughout the world, including in the District. The World Health Organization has declared the COVID-19 outbreak to be a pandemic, and states of emergency have been declared by the State and the United States. The purpose behind these declarations are to coordinate and formalize emergency actions and across federal, State and local governmental agencies, and to proactively prepare for a wider spread of the virus. On March 27, 2020 the Coronavirus Aid, Relief, and Economic Security Act (the "CARES Act") was signed by the President of the United States. The CARES Act appropriates over $2 trillion to, among other things, (i) provide cash payments to individuals, (ii) expand unemployment assistance and eligibility, (iii) provide emergency grants and loans for small businesses, (iv) provide loans and other assistance to corporations, including the airline industry, (v) provide funding for hospitals and community health centers, (vi) expand funding for safety net programs, including child nutrition programs, and (vii) provide aid to state and local governments.

State law allows school districts to apply for a waiver to hold them harmless from the loss of LCFF funding based on attendance and state instructional time penalties when they are forced to close schools due to emergency conditions. In addition, the Governor of the State has enacted Executive Order N-26-20 ("Executive Order N-26-20"), which (i) generally streamlines the process of applying for such waivers for closures related to COVID-19 and (ii) directs school districts to use LCFF apportionment to fund distance learning and high quality educational opportunities, provide school meals and, as practicable, arrange for the supervision of students during school hours.

On March 17, 2020, Senate Bill 89 ("SB 89") and Senate Bill 117 ("SB 117") were signed by the Governor, both of which took effect immediately. SB 89 amends the Budget Act of 2019 by appropriating $500,000,000 from the State general fund for any purpose related to the Governor's March 4, 2020 emergency proclamation. SB 117, among other things, (i) specifies that for school districts that comply with Executive Order N–26–20, the ADA reported to the State Department of Education for the second period and the annual period for apportionment purposes for the 2019-20 school year only includes all full school months from July 1, 2019 through February 29, 2020, (ii) prevents the loss of funding related to an instructional time penalty because of a school closed due to the COVID–19 by deeming the instructional days and minutes requirements to have been met during the period of time the school was closed due to COVID–19, (iii) requires a school district to be credited with the ADA it would have received had it been able to operate its After School Education and Safety Program during the time the school was closed due to COVID–19, and (iv) appropriates $100,000,000 from the State general fund to the State Superintendent to be apportioned to certain local educational agencies for purposes of purchasing personal protective equipment, or paying for supplies and labor related to cleaning school sites.

The District received $72,630 pursuant to SB 117 for personal protective equipment and $936,228 pursuant to the CARES Act based on the District's LCFF Supplemental and Concentration Grant funding for learning loss mitigation; the receipt of which is contingent on a Board adopting a new Learning and Continuity Learning Plan by September 30, 2020, which the District approved prior to the deadline. The District expects to receive $400,538 in CARES Act and Elementary and Secondary School Emergency Relief (ESSER) funding based on Title I status, $1,033,392 in federal Governor's Emergency Education Relief (GEER) funding related to students with disabilities, $586,780 in additional Proposition 98 funding based on the District's 2019-20 LCFF allocation, and approximately $1.6 million in additional ESSER funding. However, no assurances can be given that the District will ultimately receive the moneys it expects to receive from the ESSER, GEER or the State, or any additional future State or federal funds related to COVID-19, or the timing of receipt of such funds.

On March 19, 2020, the Governor ordered all State residents to stay home or at their place of residence to protect the general health and well-being, except as needed to maintain continuity of 16 critical infrastructure sectors described therein (the "Stay Home Order").

On May 4, 2020, the Governor enacted Executive Order N-60-20 ("Executive Order N-60-20"), which directs the State Public Health Officer to establish criteria to determine whether and how particular local jurisdictions may implement public health measures that are less restrictive than statewide directives, as the State transitions from Stage 1 to Stage 2, and then Stage 3 of reopening. The order provided that stages would be phased in gradually, and counties which met readiness criteria and worked with the State Department of Public Health could open more public spaces and workplaces, as outlined by the State, with variances allowed by county. Pursuant to Executive Order N-60-20, local jurisdictions may issue their own public health measures to slow the spread of COVID-19.

On June 29, 2020, Senate Bill 98 ("SB 98"), the education omnibus bill to the 2020-21 State Budget, was signed by the Governor, which took effect immediately. SB 98 provides that distance learning may be offered by a school district during the 2020-21 academic year on a local educational agency or schoolwide level as a result of an order or guidance from a State public health officer or a local public health officer or for pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. SB 98 provides requirements for distance learning, including, but not limited to: (i) confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work, (ii) content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, (iii) support for pupils who are not performing at grade level or need support in other areas, (iv) special education services, (v) designated and integrated instruction in English language development for English learners, and (vi) daily live interaction with certificated employees and peers. In addition, SB 98 provides that school districts will generally be funded based on ADA from the 2019-20 fiscal year, imposes limits on layoffs for certain classified and certificated employees during fiscal year 2020-21, suspends the annual instructional minutes requirement, and waives the requirement for adopting an LCAP or annual update to the LCAP for fiscal year 2020-21, while imposing a new requirement to adopt a learning continuity and attendance plan by September 30, 2020. For additional information about the provisions of SB 98, see "- State Budget Measures" herein.

On August 28, 2020, the Governor released a revised system of guidelines for reopening – "Blueprint for a Safer Economy" (the "Blueprint"). The Blueprint places each of the State's 58 counties into four color-coded tiers - purple, red, orange and yellow - in descending order of severity, based on the number of new daily cases of COVID-19 and the percentage of positive tests. Counties must remain in a tier for at least three weeks before advancing to the next one. To move forward, a county must meet the next tier's criteria for two consecutive weeks. If a county's case rate and positivity rate fall into different tiers, the county remains in the stricter tier. School districts can reopen for limited in-person instruction

once their county has been in the red tier (daily new cases of 4-7 per 100,000 people and 5-8% positive tests) for at least two weeks. When they reopen, school districts must follow the guidelines for the reopening of schools and school based programs (the "Guidelines"), released by the Governor on July 17, 2020, as updated on August 3, 2020. Implementation of the Guidelines as part of a phased reopening will depend on local public health conditions, including community preparedness measures. In order to facilitate TK-6 schools to open for in-person instruction under specified conditions, the local health department may grant a waiver allowing such school to forego following the Guidelines. The County is currently assigned to the purple tier, and in-person instruction is not permitted.

On November 19, 2020, the California Department of Public Health issued a limited Stay at Home order, effective November 21, 2020 for those counties under Tier One (purple) of the Blueprint for a Safer Economy, requiring that all gatherings with members of other households and all activities conducted outside the residence, lodging, or temporary accommodation with members of other households cease between 10:00 p.m. PST and 5:00 a.m. PST, except for those activities associated with the operation, maintenance, or usage of critical infrastructure or required by law.

On December 3, 2020, the California Department of Public Health announced a Regional Stay at Home Order (the "Regional Stay at Home Order"), and a supplemental order, signed December 6, 2020, which divides the State into four regions (Northern California, Bay Area, Greater Sacramento, San Joaquin Valley, and Southern California), which will go into effect at 11:59 PM the day after a region has been announced to have less than 15% intensive care unit availability. The supplemental order clarifies retail operations and goes into effect immediately. The orders prohibit private gatherings of any size, close sector operations except for critical infrastructure and retail, and require 100% masking and physical distancing in all others. Guidance related to schools remains in effect and unchanged. Schools that have reopened for in-person instruction may remain open, and schools may continue to bring students back for in-person instruction under the existing elementary school waiver process or cohort guidance provided by the California Department of Public Health. The Regional Stay at Home Order went into effect in the County on December 6, 2020 and was lifted on January 25, 2021, at which point the State resumed operations under the Blueprint.

On December 27, 2020, the COVID-19 Economic Relief Bill (the "Relief Bill") was signed by the President of the United States. The Relief Bill appropriates over $900 billion to, among other things, provide another round of (i) direct payments to individuals, (ii) enhanced unemployment benefits, (iii) education funding, and (iv) aid to sectors and industries determined to be most affected by the pandemic. No additional state and local aid was provided by the Relief Bill, but the deadline by which funding provided by the CARES Act is to be spent was extended to December 31, 2021.

To date there have been a number of confirmed cases of COVID-19 in the County and health officials are expecting the number of confirmed cases to grow. The COVID-19 outbreak has resulted in the imposition of restrictions on mass gatherings and widespread temporary closings of businesses, universities and schools (including the District's schools). The U.S. is restricting certain non-US citizens and permanent residents from entering the country. In addition, stock markets in the U.S. and globally have been volatile, with significant declines attributed to coronavirus concerns.

As a result of the outbreak of COVID-19, the District closed its schools for in-person learning for the remainder of the 2019-20 school year effective March 18, 2020 and began instruction through distance learning. The District opened the 2020-21 school year in an all distance learning environment, and, because the County is currently assigned to the purple tier under the Blueprint, the District has remained in a distance learning environment. The District may not reopen for in-person learning until such time as the County is out of the purple tier for two weeks. The District will continue to evaluate the State's school reopening

guidelines and will consult with local health officials and the State's school reopening guidelines in implementing the District's plans for the remainder of the 2020-21 academic year.

Other potential impacts to the District associated with the COVID-19 outbreak include, but are not limited to, increasing costs and challenges relating to establishing distance learning programs or other measures to permit instruction while schools remain closed, disruption of the regional and local economy with corresponding decreases in tax revenues, including property tax revenue, sales tax revenue and other revenues, increases in property tax delinquencies, potential declines in property values, and decreases in new home sales, and real estate development. The economic consequences and the volatility in the U.S. and global stock markets resulting from the spread of COVID-19, and responses thereto by local, State, and the federal governments, could have a material impact on the investments in the State pension trusts, which could materially increase the unfunded actuarial accrued liability of the STRS Defined Benefit Program and PERS Schools Pool, which, in turn, could result in material changes to the District's required contribution rates in future fiscal years. See "ORCUTT UNION SCHOOL DISTRICT–District Retirement Programs" herein.

The COVID-19 outbreak is ongoing, and the ultimate geographic spread of the virus, the duration and severity of the outbreak, and the economic and other of actions that may be taken by governmental authorities to contain the outbreak or to treat its impact are uncertain. Additional information with respect to events surrounding the outbreak of COVID-19 and responses thereto can be found on State and local government websites, including but not limited to: the Santa Barbara County Public Health Department (https://www.countyofsb.org/phd/), the Governor's office (http://www.gov.ca.gov) and the California Department of Public Health (https://covid19.ca.gov/). *The District has not incorporated by reference the information on such websites, and the District does not assume any responsibility for the accuracy of the information on such website*s.

The ultimate impact of COVID-19 on the District's operations and finances is unknown. There can be no assurances that the spread of COVID-19, or the responses thereto by local, State, or the federal government, will not materially adversely impact the local, state and national economies or the assessed valuation of property within the District, or adversely impact enrollment or ADA within the District and, notwithstanding SB 117 or the Blueprint, materially adversely impact the financial condition or operations of the District. See also "- State Budget Measures" and "TAX BASE OF DISTRICT – Assessed Valuations" herein.

Budget Process

State Budgeting Requirements. The District is required by provisions of the State Education Code to maintain a balanced budget each year, in which the sum of expenditures and the ending fund balance cannot exceed the sum of revenues and the carry-over fund balance from the previous year. The State Department of Education imposes a uniform budgeting and accounting format for school districts. The budget process for school districts was substantially amended by Assembly Bill 1200 ("AB 1200"), which became State law on October 14, 1991. Portions of AB 1200 are summarized below. Subsequent legislation has made certain amendments to the budgeting process, including Senate Bill 97, effective as of September 26, 2013 (requiring budgets to include sufficient funds to implement LCAPs), Senate Bill 858, effective as of June 20, 2014 (requiring ending fund balances to exceed the minimum recommended reserve for economic uncertainties), and Assembly Bill 2585, effective as of September 9, 2014 (eliminating the dual budget cycle option for school districts).

School districts must adopt a budget on or before July 1 of each year. The budget must be submitted to the county superintendent within five days of adoption or by July 1, whichever occurs first. The county superintendent will examine the adopted budget for compliance with the standards and criteria adopted by

the State Board of Education and identify technical corrections necessary to bring the budget into compliance, and will determine if the budget allows the district to meet its current obligations, if the budget is consistent with a financial plan that will enable the district to meet its multi-year financial commitments, whether the budget includes the expenditures necessary to implement a local control and accountability plan, and whether the budget's ending fund balance exceeds the minimum recommended reserve for economic uncertainties.

On or before September 15, the county superintendent will approve, conditionally approve or disapprove the adopted budget for each school district. Budgets will be disapproved if they fail the above standards. The district board must be notified by September 15 of the county superintendent's recommendations for revision and reasons for the recommendations. The county superintendent may assign a fiscal advisor or appoint a committee to examine and comment on the superintendent's recommendations. The committee must report its findings no later than September 20. Any recommendations made by the county superintendent must be made available by the district for public inspection. No later than October 22, the county superintendent must notify the State Superintendent of all school districts whose budget may be disapproved.

For districts whose budgets have been disapproved, the district must revise and readopt its budget by October 8, reflecting changes in projected income and expense since July 1, including responding to the county superintendent's recommendations. The county superintendent must determine if the budget conforms with the standards and criteria applicable to final district budgets and not later than November 8, will approve or disapprove the revised budgets. If the budget is disapproved, the county superintendent will call for the formation of a budget review committee pursuant to Education Code Section 42127.1. No later than November 8, the county superintendent must notify the State Superintendent of all school districts whose budget has been disapproved. Until a district's budget is approved, the district will operate on the lesser of its proposed budget for the current fiscal year or the last budget adopted and reviewed for the prior fiscal year.

Interim Financial Reports. Under the provisions of AB 1200, each school district is required to file interim certifications with the county office of education as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent two fiscal years. The county office of education reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that will meet its financial obligations for the current fiscal year and the subsequent two fiscal years. A negative certification is assigned to any school district that will be unable to meet its financial obligations for the remainder of the current fiscal year or the subsequent fiscal year. A qualified certification is assigned to any school district that may not meet its financial obligations for the current fiscal year or the two subsequent fiscal years.

The District has never had an adopted budget disapproved by the County Superintendent of Schools. Within the past five years, all interim reports have been submitted with a "positive" certification.

General Fund Budgeting. The table on the following page summarizes the District's general fund adopted budgets for fiscal years 2016-17 through 2020-21, audited ending results for fiscal years 2016-17 through 2019-20, and projected ending results for fiscal year 2020-21. The District operates a charter school, however its financial activities are accounted for in the District's Charter School Fund, separate from the general fund, and are therefore not represented in the following table. See "ORCUTT UNION SCHOOL DISTRICT – Charter School" herein.

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GENERAL FUND BUDGETING[1]
Fiscal Years 2016-17 through 2020-21
Orcutt Union School District

	Fiscal Year 2016-17		Fiscal Year 2017-18		Fiscal Year 2018-19		Fiscal Year 2019-20		Fiscal Year 2020-21	
	Budgeted[2]	Ending[2]	Budgeted[2]	Ending[2]	Budgeted[2]	Ending[2]	Budgeted[2]	Audited[2]	Budgeted[3]	Projected[3]
REVENUES										
Local Control Funding Formula	$35,514,468	$35,479,273	$36,068,954	$36,489,474	$37,986,815	$38,793,739	$38,730,054	$39,329,800	$35,525,662	$38,216,103
Federal Sources	1,391,263	1,430,185	1,509,986	1,704,379	1,807,844	1,898,090	1,704,760	1,557,962	1,944,880	4,617,868
Other State Sources	5,742,960	5,821,099	4,824,293	4,465,834	4,631,185	6,564,264	3,122,922	4,344,410	3,631,016	4,399,144
Other Local Sources	1,275,339	1,953,818	1,210,289	3,817,449	3,044,552	4,800,374	3,653,331	4,894,529	3,394,350	2,987,422
Total Revenues[4]	43,924,030	44,684,375	43,613,522	46,477,136	47,470,396	52,056,467	47,211,067	50,126,701	44,495,908	50,220,537
EXPENDITURES										
Current:										
Certificated Salaries	20,106,624	19,616,800	19,750,929	20,189,801	20,820,813	20,090,285	19,703,073	19,617,501	19,462,900	19,480,075
Classified Salaries	6,562,147	6,672,557	6,677,712	6,644,445	6,909,394	6,992,248	6,899,383	7,131,610	7,284,563	7,023,867
Employee Benefits	10,159,323	10,563,314	11,002,383	11,094,334	11,964,104	13,563,060	11,859,729	12,342,365	11,841,568	12,089,970
Books & Supplies	2,464,307	1,699,930	1,404,476	1,667,046	3,083,988	2,400,831	2,813,135	1,327,153	2,119,387	3,281,139
Services & Operating Expenditures	3,841,608	4,113,293	3,772,268	3,003,594	2,846,812	3,272,448	3,495,344	3,392,722	3,642,437	4,456,778
Capital Outlay	582,475	554,100	273,600	285,322	259,046	351,668	193,000	398,244	169,410	363,350
Other Outgo	(72,753)	(91,704)	(69,040)	904,349	1,267,467	2,681,143	1,521,846	1,722,263	1,804,455	2,166,870
Total Expenditures[4]	43,643,731	43,128,290	42,812,328	43,788,891	47,151,624	49,351,683	46,485,510	45,931,858	46,324,720	48,862,048
Excess (Deficiency) of Revenues Over Expenditures	280,299	1,556,085	801,194	2,688,245	318,772	2,704,784	725,557	4,194,843	(1,828,812)	1,358,489
Other Financing Sources (Uses)										
Transfers In	6,000	51,986	6,000	50,000	--	47,087	--	85,000	575,000	--
Transfers Out	(555,664)	(301,764)	(557,633)	(9)	(743,472)	--	(846,769)	(9,154)	(427,398)	(973,580)
Net Financing Sources (Uses)	(549,664)	(249,778)	(551,633)	49,991	(743,472)	47,087	(846,769)	75,846	147,602	(973,580)
Net Change in Fund Balance	(269,365)	1,306,307	249,561	2,738,236	(424,700)	2,751,871	(121,212)	4,270,689	(1,681,211)	384,909
Fund Balance – Beginning[5]	8,987,042	8,987,042	13,958,269[6]	13,958,269[6]	16,696,505	16,696,505	14,959,511[7]	14,959,511[7]	19,230,200[8]	19,230,200[8]
Fund Balance - Ending[5]	$8,717,677	$10,293,349[6]	$14,207,830	$16,696,505	$16,271,805	$19,448,376[7]	$14,838,299	$19,230,200	$17,548,989	$19,615,109

(1) Reflects combined unrestricted and restricted general fund. Also includes Funds 14 and 20 as indicated in footnotes 4 and 5 below. All amounts rounded to nearest whole number.

(2) From the District's audited financial statements for fiscal years 2016-17 through 2019-20, respectively.

(3) From the District's fiscal year 2020-21 First Interim Financial Report, approved by the Board on December 9, 2020.

(4) Audited actual revenues and expenditures include Funds 14 – Deferred Maintenance in fiscal years 2017-18 through 2019-20, and Fund 20 - Special Reserve for Postemployment Benefits in fiscal years 2016-17 through 2019-20 pursuant to the fund type definitions promulgated under GASB Statement No. 54.

(5) Fund balance includes Fund 14 in fiscal years 2017-18 through 2020-21 and Fund 20 in fiscal years 2016-17 through 2020-21.

(6) Starting in fiscal year 2017-18, the general fund balance includes Fund 14 – Deferred Maintenance pursuant to the fund type definitions promulgated under GASB Statement No. 54.

(7) The District established an irrevocable trust to begin funding the accrued liability with respect to its post-employment benefits in June 2019. In connection with doing so, approximately $4.5 million held in Fund 20 was moved to the PARS Trust. See "ORCUTT UNION SCHOOL DISTRICT – Other Post-Employment Benefits" herein.

(8) Fund balance shown does not include approximately $4.5 million accounted for in Fund 20 as of the First Interim Financial Report because although such funds were accounted for in Fund 20 as of the First Interim Financial Report, the funds were held in the PARS Trust and irrevocably pledged to the payment of post-employment benefits.

Source: Orcutt Union School District.

Accounting Practices

The accounting policies of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California School Accounting Manual. This manual, according to Education Code Section 41010, is to be followed by all State school districts. Revenues are recognized in the period in which they become both measurable and available to finance expenditures of the current fiscal period. Expenditures are recognized in the period in which the liability is incurred.

Comparative Financial Statements

The District's audited financial statements for the year ended June 30, 2020, are attached for reference as APPENDIX B hereto. Audited financial statements for the District for the fiscal year ended June 30, 2020, and prior fiscal years are on file with the District and available for public inspection at the Orcutt Union School District, 500 Dyer Street, Orcutt, California 93455, telephone: (805) 938-8900.

The table on the following page reflects the District's audited general fund revenues, expenditures and fund balances for fiscal years 2015-16 through 2019-20. The District operates a charter school, however its financial activities are accounted for in the District's Charter School Fund, separate from the general fund, and are therefore not represented in the following table. See "ORCUTT UNION SCHOOL DISTRICT – Charter School" herein.

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AUDITED GENERAL FUND REVENUES, EXPENDITURES AND FUND BALANCES[1]
Fiscal Years 2015-16 through 2019-20
Orcutt Union School District

	2015-16	2016-17	2017-18	2018-19	2019-20
REVENUES					
LCFF sources	$34,088,380	$35,479,273	$36,489,474	$38,793,739	$39,329,800
Federal sources	1,408,474	1,430,185	1,704,379	1,898,090	1,557,962
Other State sources	7,359,243	5,821,099	4,465,834	6,564,264	4,344,410
Other local sources	1,933,669	1,953,818	3,817,449	4,800,374	4,894,529
Total Revenues	44,789,766	44,684,375	46,477,136	52,056,467	50,126,701
EXPENDITURES					
Current					
Instruction	29,277,861	29,314,865	28,512,019	30,963,718	28,395,161
Instruction-related services					
Supervision of instruction	1,406,590	1,578,991	1,821,975	2,445,690	2,513,330
Instructional library, media and technology	999,443	1,018,993	983,399	1,094,331	1,177,416
School site administration	2,713,383	2,675,353	2,617,668	2,629,537	2,711,728
Pupil services					
Home-to-school transportation	1,139,248	1,082,369	1,110,041	1,230,540	1,134,682
Food services	--	--	--	--	9,341
All other pupil services	1,367,150	1,493,379	1,717,385	2,218,473	2,249,773
Administration					
All other administration	913,964	1,045,263	1,040,948	1,178,516	1,190,645
Plant services	3,664,458	3,856,256	3,562,608	4,255,923	3,696,764
Facility acquisition and construction	39,996	--	411,212	892,322	73,504
Ancillary services	83,346	100,404	87,661	122,112	105,093
Community services	929,999	962,417	939,336	943,323	948,444
Other outgo	--	--	984,639	1,377,198	1,725,977
Total Expenditures	42,535,438	43,128,290	43,788,891	49,351,683	45,931,858
Excess (Deficiency) of Revenues Over (Under) Expenditures	2,254,328	1,556,085	2,688,245	2,704,784	4,194,843
Other Financing Sources (Uses):					
Transfers in	575,269	51,986	50,000	47,087	85,000
Other sources	--	--	--	--	--
Transfers out	(353,997)	(301,764)	(9)	--	(9,154)
Other uses	--	--	--	--	--
Net Financing Sources (Uses)	221,272	(249,778)	49,991	47,087	75,846
NET CHANGE IN FUND BALANCES	2,475,600	1,306,307	2,738,236	2,751,871	4,270,689
Fund Balance - Beginning	6,481,938	8,987,042[2]	13,958,269[3]	16,696,505	14,959,511[4]
Fund Balance – Ending	$8,957,538[2]	$10,293,349	$16,696,505	$19,448,376[4]	$19,230,200

[1] From the District's comprehensive audited financial statements for fiscal years 2015-16 through 2019-20, respectively. Reflects restricted and unrestricted general fund activity, as well as the activity of Fund 20 – Special Reserve Fund for Postemployment Benefits in all years and Fund 14 – Deferred Maintenance from fiscal years 2017-18 through 2019-20, pursuant to the fund type definitions promulgated by GASB Statement No. 54. All amounts rounded to nearest whole number.

[2] The District's audited financial statements for fiscal year 2015-16 reflected an unassigned fund balance of $29,504 in the District's Charter School Fund, which balance should have been included in the ending balance for the general fund. The beginning general fund balance in the District's audited financial statements for fiscal year 2016-17 reflects this balance of $29,504 being accounted for in the general fund.

[3] Starting in fiscal year 2017-18, the general fund balance includes Fund 14 – Deferred Maintenance.

[4] The District established an irrevocable trust to begin funding the accrued liability with respect to its post-employment benefits in June 2019. In connection with doing so, approximately $4.5 million held in Fund 20 was moved to the PARS Trust. See "ORCUTT UNION SCHOOL DISTRICT – Other Post-Employment Benefits" herein

Source: Orcutt Union School District

State Budget

The following information concerning the State's budget has been obtained from publicly available information which the District believes to be reliable; however, the District does not guarantee the accuracy or completeness of this information and has not independently verified such information.

2020-21 Budget. On June 29, 2020, the Governor signed into law the State budget for fiscal year 2020-21 (the "2020-21 Budget"). The following information is drawn from the DOF's and LAO's summaries of the 2020-21 Budget.

As with the Governor's May revision (the "May Revision") to the proposed State budget, the 2020-21 Budget acknowledged that the rapid onset of COVID-19 had an immediate and severe impact on the State's economy. The ensuing recession caused significant job losses, precipitous drops in family and business income, and exacerbated inequality. The 2020-21 Budget included a number of measures intended to address a projected deficit of $54.3 billion identified by the May Revision, and occasioned principally by declines in the State's three main tax revenues (personal income, sales and use, and corporate). The measures included in the 2020-21 Budget, and described below, were intended to close this deficit and set aside $2.6 billion in the State's traditional general fund reserve, including $716 million for the State to respond to the changing conditions of the COVID-19 pandemic:

- *Draw Down of Reserves* – The 2020-21 Budget drew down $8.8 billion in total State reserves, including $7.8 billion from the BSA, $450 million from the Safety Net Reserve and all funds in the PSSSA.

- *Triggers* – The 2020-21 Budget included $11.1 billion in reductions and deferrals that would have been restored if at least $14 billion in federal funds were received by October 15, 2020. If the State had received less than this amount, reductions and deferrals were to be partially restored. The triggers included $6.6 billion in deferred spending on education, $970 million in funding for the California State University and University of California systems, $2.8 billion in State employee compensation and $150 million for courts, as well as funding for various other State programs. The triggers would also have funded an additional $250 million for county programs to backfill revenue losses. Such federal funds, however, were not received by the October 15 date identified in the 2020-21 Budget. The District can make no representation as to whether such federal funds will be received or in what amount. See "—Future Actions and Events" herein.

- *Federal Funds* – The 2020-21 Budget relied on $10.1 billion in federal funds allocated to the State, including $8.1 billion of which had already been received as of the passage of the 2020-21 Budget. This relief included a temporary increase in the federal government's share of Medicaid costs, a portion of the State's Coronavirus Relief Fund allocation pursuant to the CARES Act and federal funds provided for childcare programs.

- *Borrowing/Transfers/Deferrals* – The 2020-21 Budget relied on $9.3 billion in special fund borrowing and transfers, as well as deferrals to K-14 education discussed further herein. Approximately $900 million of special fund borrowing was associated with reductions to State employee compensation and was to be subject to the triggers discussed above.

- *Increased Revenues* – The 2020-21 Budget temporarily suspended for three years net operating loss tax deductions for medium and large businesses and limited business tax credits, with an estimated increase in tax revenues of $4.3 billion in fiscal year 2020-21.

- *Cancelled Expansions, Updated Assumptions and Other Measures* – The 2020-21 Budget included an additional $10.6 billion of measures, including cancelling multiple programmatic expansions, anticipated governmental efficiencies, higher ongoing revenues above the forecast included in the May Revision, and lower health and human services caseload costs than assumed by the May Revision.

For fiscal year 2019-20, the 2020-21 Budget projected total general fund revenues and transfers of $137.6 billion and authorized expenditures of $146.9 billion. The State was projected to end the 2019-20 fiscal year with total available general fund reserves of $17 billion, including $16.1 billion in the BSA and $900 million in the Safety Net Reserve Fund. For fiscal year 2020-21, the 2020-21 Budget projected total general fund revenues and transfers of $137.7 billion and authorized expenditures of $133.9 billion. The State was projected to end the 2020-21 fiscal year with total available general fund reserves of $11.4 billion, including $2.6 billion in the traditional general fund reserve (of which $716 million is earmarked for COVID-related responses), $8.3 billion in the BSA and $450 million in the Safety Net Reserve Fund.

As a result of the projected reduction of State revenues occasioned by the COVID-19 pandemic, the 2020-21 Budget estimated that the Proposition 98 minimum funding guarantee for fiscal year 2020-21 would be $70.1 billion, approximately $10 billion below the revised prior-year funding level. For K-12 school districts, this would have resulted in per-pupil spending in fiscal year 2020-21 of $10,654, a reduction of $1,339 from the prior year.

The 2020-21 Budget proposed several measures intended to ameliorate the immediate impact of State revenue declines, and avoid a permanent decline in education funding:

- *Local Control Funding Formula* – The 2020-21 Budget provided for $1.9 billion in LCFF apportionment deferrals for fiscal year 2019-20. The deferrals increased to $11 billion in fiscal year 2020-21, which was to result in LCFF funding remaining at 2019-20 levels in both years. The 2020-21 Budget also suspended the statutory COLA in fiscal 2020-21. Of the total deferrals, $5.8 billion were to be triggered off in fiscal year 2020-21 if sufficient federal funding for this purpose was received. Such federal funds, however, were not received by the October 15 date identified in the 2020-21 Budget. The District can make no representation as to whether such federal funds will be received or in what amount. See "—Future Actions and Events" herein.

- *Learning Loss Mitigation* – The 2020-21 Budget included a one-time investment of $5.3 billion ($4.75 billion in CARES Act funding and $539.9 million in Proposition 98 funding) to local educational agencies to address learning losses related to COVID-19 school closures. Of these funds, $2.9 billion was to be allocated based on LCFF supplemental and concentration grant allocations, $1.5 billion based on the number of students with exceptional needs, and $979.8 million based on total LCFF allocations.

- *Supplemental Appropriations* – The 2020-21 Budget provided for a new, multi-year payment obligation to supplement K-14 education funding. The total obligation would equal approximately $12.4 billion, and reflected the administration's estimate of the additional funding K-14 school districts would have received in the absence of COVID-19-related reductions. Under this proposal the State will make annual payments toward this obligation beginning in fiscal year 2021-22. These payments would equal 1.5% of State general fund revenue. The 2020-21 Budget also increased the share of State general fund revenue required to be spent on K-14 school districts from 38% to 40% by fiscal year 2023-24.

- *STRS/PERS* – The 2020-21 Budget redirected $2.3 billion in funds previously appropriated for prefunding STRS and PERS liabilities, and instead applied them to further reduce local educational agency contribution rates for such programs in fiscal years 2020-21 and 2021-22. This reduced STRS employer rates to 16.15% in fiscal year 2020-21 and 16.02% in fiscal year 2021-22. PERS employer rates would be reduced to 20.7% in fiscal year 2020-21 and 22.84% in fiscal year 2021-22. See also "ORCUTT UNION SCHOOL DISTRICT– Retirement Programs" herein.

- *Federal Funds* – In addition to the CARES Act funding previously discussed, the 2020-21 Budget appropriated $1.6 billion in federal Elementary and Secondary School Emergency Relief funds awarded to the State. Of this amount, approximately $1.5 billion was to be allocated to local educational agencies in proportion to the amount of federal Title I-A funding such agencies receive, to be used for COVID-19 related costs. The remaining amount was to be allocated to state-level activities.

- *Temporary Revenue Increases* – As discussed above, as part of closing the State's projected deficit, the 2020-21 Budget provided for a temporary revenue increase of approximately $4.3 billion in fiscal year 2020-21, of which approximately $1.6 billion counted towards the Proposition 98 funding guarantee.

Other significant features of K-12 education funding in the 2020-21 Budget included the following:

- *Special Education* – The 2020-21 Budget increased special education base rates to $625 per pupil, and provided $100 million to increase funding for students with low-incidence disabilities.

- *Average Daily Attendance* – The 2020-21 Budget provided for a hold-harmless for calculating apportionments in fiscal year 2020-21. ADA will be based on the 2019-20 year, except for new charter schools commencing instruction in fiscal year 2020-21. The 2020-21 Budget also provided an exemption for local educational agencies from certain annual minimum instructional minute requirements, and included requirements for distance learning to ensure that, in the absence of in-person instruction, students continue to receive access to quality education.

- *LCAPs* – In April of 2020, the Governor issued an executive order allowing local educational agencies to submit their LCAP (as defined herein) for fiscal year 2020-21 in December, in lieu of the usual July 1 deadline. Recognizing that federal relief funds needed to be expended on an accelerated timeline, and to ensure transparency, the 2020-21 Budget replaced the December LCAP with a Learning Continuity and Attendance Plan to be completed by September 30, 2020. The 2020-21 Budget required the State Superintendent of Public Instruction to develop a template of this plan for use by local educational agencies which included a description of how such agencies would provide continuity of learning during the pandemic, expenditures related to addressing the impacts of the pandemic, and how such agencies increased or improved services in proportion to concentration funding received under the LCFF.

- *Employee Protections* – The 2020-21 Budget suspended school districts' window to lay off teachers and other non-administrative certificated staff, which typically runs from the time the budget is approved by the State Legislature to August 15. The 2020-21 Budget also suspended layoffs of classified staff working in transportation, nutrition and custodial services from July 1, 2020 through June 30, 2021.

For additional information regarding the 2020-21 Budget, see the DOF website at www.dof.ca.gov and the LAO website at www.lao.ca.gov. However, the information presented on such websites is not incorporated herein by reference.

Proposed 2021-22 Budget. On January 8, 2021, the Governor released his proposed State budget for fiscal year 2021-22 (the "Proposed 2021-22 Budget"). The information below is drawn from the DOF summary of the Proposed 2021-22 Budget.

The Proposed 2021-22 Budget indicates that, since the adoption of the 2020-21 Budget, the administration's economic forecast and revenue projections have significantly improved, driven in large part by a rebound in the stock market and an attendant growth in capital gains tax revenues. However, the Proposed 2021-22 Budget acknowledges that the risks to the revenue forecast remain higher than usual, and economic inequality has intensified since the beginning of the COVID-19 pandemic. The Proposed 2021-22 Budget acknowledges that the State is currently in the midst of a second and more serious wave of COVID-19 infections, but that federally-approved COVID-19 vaccines are arriving to assist the recovery from the pandemic.

The Proposed 2021-22 Budget indicates that the revenue forecast was finalized prior to the passage of the most recent federal stimulus bill. See "– Considerations Regarding COVID-19" herein. Of the almost $900 billion in federal funding that was approved, the Proposed 2021-22 Budget identifies approximately $106 billion allocable to the State, including $42.4 billion in direct assistance to individuals and families (including $38.3 billion in unemployment benefits and direct payments), $2.2 billion for COVID-19 testing, tracing and vaccine distribution, $700 million for health and mental health services, $50.1 billion in business and transportation support, and $10.1 billion for education. The Governor's May revision to the Proposed 2021-22 Budget will include a revised revenue forecast that will reflect this federal assistance. The Proposed 2021-22 Budget also acknowledges that further federal relief will be critical to assisting individuals and businesses survive and recover from the pandemic.

For fiscal year 2020-21, the Proposed 2021-22 Budget projects total general fund revenues and transfers of $168.1 billion and expenditures of $156 billion. The State is projected to end the 2020-21 fiscal year with total available general fund reserves of approximately $22.7 billion, including $9 billion in the traditional State reserve, $12.5 billion in the BSA, $747 million in the PSSSA and $450 million in the Safety Net Reserve Fund. For fiscal year 2021-22, the Proposed 2021-22 Budget projects total general fund revenues and transfers of $170.6 billion and authorizes expenditures of $164.5 billion. The State is projected to end the 2021-22 fiscal year with total available general fund reserves of approximately $22 billion, including $2.9 billion in the traditional general fund reserve, $15.6 billion in the BSA, $3 billion in the PSSSA and $450 million in the Safety Net Reserve Fund. As a result of the projected year-end balance in the PSSSA, school district reserve caps would be triggered in fiscal year 2022-23 under the provisions of SB 858 and SB 751. See also CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS" herein.

In recognition of the need to address the various impacts of the COVID-19 pandemic, the Proposed 2021-22 Budget includes a package of measures intended to be implemented through legislative action earlier than the traditional State budget timeline. For immediate action in January, this package includes $3 billion in direct support for workers and small businesses and $2 billion to support the re-opening of K-12 schools (as further described herein). For early action in the spring, the package includes $4.7 billion in instructional support for K-14 school districts, $973 million in jobs and workforce training, $561 million in environmental sustainability measures and $262 million in housing and homelessness-related measures.

As a result of the expected increases in State general fund revenues, the Proposed 2021-22 Budget sets the Proposition 98 minimum funding guarantee for fiscal year 2021-22 at $85.8 billion. This represents

a year-to-year increase of $14.9 billion over the level included in the 2020-21 Budget. The Proposed 2021-22 Budget also makes retroactive increases to the minimum funding guarantee in fiscal years 2019-20 and 2020-21 of $1.9 billion and $11.9 billion, respectively, due almost exclusively to increases in allocable general fund revenues in those years. As a result of these revisions, total per-pupil expenditures for K-12 education are projected to be $18,837 in fiscal year 2020-21 and $18,000 in fiscal year 2021-22. The year-to-year decrease reflects a significant allocation of one-time federal funding in fiscal year 2020-21. Ongoing per-pupil spending from Proposition 98 funding is $12,648 in fiscal year 2021-22, an increase of $1,994 from the level provided in the 2020-21 Budget.

Other significant features of K-12 education funding include the following:

- *Re-opening Schools* – $2 billion in one-time Proposition 98 funding available beginning in February, 2021 to augment resources for local educational agencies to resume safe, in-person instruction. Funding will be available on a per-pupil basis for all county schools, school districts and charter schools (with the exception of non-classroom based charter schools and independent study programs) that continue or commence in-person instruction by set dates. Specifically, all such educational agencies that continue or resume instruction (i) by February 16, for all transitional Kindergarten through 2nd grade students, disabled students, foster and homeless youth, and students without access to technology or high-speed internet, and (ii) by March 15 for all 3rd grade students, will be eligible for base grants starting at $450 and increasing to more than $700 per pupil for schools with higher enrollments of EL/LI students. Schools with later start dates will qualify for proportionally lower base grants, except those schools in counties with high rates of COVID-19 community spread. Schools in counties with high rates of community spread will be eligible for the full February grant amount if they re-open for instruction pursuant to State and local health guidance. Funds may be used for any purpose that supports instruction, including enhancing and expanding COVID-19 testing, personal protective equipment, improving ventilation and the safety of indoor and outdoor spaces, teacher and staff salaries for those providing and supporting in-person instruction, and social and mental health supportive services.

- *Local Control Funding Formula* – $64.5 billion in total LCFF funding, including an allocation to fund a combined COLA of 3.84%. This reflects both the 2.31% COLA that would have been due in fiscal year 2020-21, and which was suspended by the 2020-21 Budget, and a 1.5% adjustment for fiscal year 2021-22. With few exceptions, the Proposed 2021-22 Budget assumes in-person instruction in fiscal year 2021-22, and accordingly does not provide an ADA hold-harmless for purposes of calculating apportionments. However, because of the hold-harmless provided for fiscal year 2020-21 by the prior year's budgetary legislation, local educational agencies that experience enrollment declines in fiscal year 2021-22 will retain the ability to receive apportionments based on the higher of their 2019-20 or 2020-21 ADA. The Proposed 2021-22 Budget also provides an increase of $10.2 million in ongoing Proposition 98 funding to reflect a 1.5% COLA for county offices of education.

- *Categorical Programs* – An increase of $85.7 million in ongoing Proposition 98 funding to reflect a 1.5% COLA for categorical programs which remain outside of the LCFF.

- *Deferrals* – The Proposed 2021-22 Budget pays off LCFF apportionment deferrals for fiscal year 2019-20 that were provided for by the 2020-21 Budget, as well as $7.3 billion of the LCFF deferral for fiscal year 2020-21. This leaves an ongoing deferral balance of $3.7 billion due in fiscal year 2021-22.

- *Supplemental Payment* – The 2020-21 Budget provided for a new, multi-year payment obligation to avoid a permanent decline in K-14 education funding as a result of then-projected reductions in available revenues. The Proposed 2021-22 Budget would eliminate this supplemental payment obligation in its entirety. However, in recognition of the extraordinary needs of students and the public school system related to the COVID-19 pandemic, the Proposed 2021-22 Budget provides a one-time supplemental payment to K-14 education of $2.3 billion.

- *Educator and Professional Development* – $315.3 million to develop quality training in high-need areas and provide timely access to training. The Proposed 2021-22 Budget also includes $225 million to improve the State's teacher pipeline, including providing grants to students enrolled in teacher preparation programs, support for clinical teacher preparation programs and grants to recruit non-certificated school employees.

- *Community Schools* - $264.9 million in one-time Proposition 98 funding to expand networks of community schools and establish new community schools, which typically integrate health, mental health and other services for students and families and provide these services directly on school campuses.

- *Learning Loss Mitigation* - $4.6 billion in one-time Proposition 98 funding to facilitate targeted interventions by local educational agencies that focus on student achievement and well-being most affected by COVID-19 related disruptions to educational learning, including interventions with low-income families, English-learners and foster and homeless youth.

- *Federal Funds* – As a result of recent federal stimulus legislation, the Proposed 2021-22 Budget estimates that the State could receive more than $6 billion for the Elementary and Secondary Schools Emergency Relief Fund and $400 million for the Governor's Emergency Education Relief Fund. These funds are expected to assist schools in reopening and remaining open for in-person instruction.

- *Proposition 51* – a total allocation of $1.5 billion in Proposition 51 bond funds for K-12 school facility projects.

For additional information regarding the Proposed 2021-22 Budget, see the DOF website at www.dof.ca.gov. However, the information presented on such website is not incorporated herein by reference.

Future Actions and Events. The District cannot predict what actions will be taken in the future by the State Legislature and the Governor to address changing State revenues and expenditures. The District also cannot predict the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors over which the District will have no control. Certain actions or results could produce a significant shortfall of revenue and cash, and could consequently impair the State's ability to fund schools. The COVID-19 pandemic has already resulted in significant negative economic effects at State and federal levels, and additional negative economic effects are possible, each of which could negatively impact anticipated State revenue levels. In addition, the pandemic could also result in higher State expenditures, of both a direct nature (such as those related to managing the outbreak) and an indirect nature (such as higher public usage of need-based programs resulting from unemployment or disability). See "– Considerations Regarding COVID-19" herein. The District also cannot predict whether the federal government will provide additional funding in amounts sufficient to offset any of the fiscal impacts of the

COVID-19 pandemic described above. State budget shortfalls in future fiscal years may also have an adverse financial impact on the financial condition of the District.

ORCUTT UNION SCHOOL DISTRICT

Introduction

The District is located in the northern portion of the County, on the central coast between Los Angeles and San Francisco. Originally established in 1884, the District now covers an area of approximately 222.3 square miles. The District serves students from unincorporated portions of the County in the suburbs of the City of Santa Maria, including the unincorporated communities of Orcutt, Casmalia and Los Alamos. The District operates five elementary schools serving kindergarten through sixth grade, one elementary school serving kindergarten through eighth grade, two junior high schools serving grades seven and eight, and one affiliated charter school operated by the District serving kindergarten through grade twelve. For fiscal year 2020-21, the District's enrollment is 3,952 students, its ADA is projected to be 3,850 students, and taxable property within the District has an assessed valuation of $5,581,492,970. The ADA and enrollment figures shown above do not include students attending the District-sponsored charter school, and the District will be funded based on its 2019-20 ADA. See "DISTRICT FINANCIAL INFORMATION – State Funding of Education – Local Control Funding Formula" herein for additional information about the District's enrollment and ADA, and "– Charter School" herein for additional information about the charter school.

As a result of the COVID-19 pandemic, the District transitioned to distance learning for a portion of the 2019-20 school year, and has commenced distanced instruction for the 2020-21 school year, consistent with State mandates. See "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein.

Unless otherwise indicated, the following financial, statistical and demographic data has been provided by the District. Additional information concerning the District and copies of subsequent audited financial reports of the District may be obtained by contacting: Orcutt Union School District, Attention: Superintendent, 500 Dyer Street, Orcutt, California 93455.

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Administration

The District is governed by a five-member Board, each member of which is elected to a four-year term. Elections for positions to the Board are held every two years, alternating between two and three available positions. Current members of the Board, together with their office and the date their term expires, are listed below:

BOARD OF TRUSTEES
Orcutt Union School District

Name	Office	Term Expires
Melanie Waffle	President	December 2022
Mark Stellar	Clerk	December 2022
Shaun Henderson	Member	December 2022
Lisa Morinini	Member	December 2024
Liz Phillips	Member	December 2024

The Superintendent of the District is responsible for administering the affairs of the District in accordance with the policies of the Board. Dr. Holly Edds is currently the Superintendent of the District. Brief biographies of the Superintendent and Assistant Superintendent of Business Services follow:

Dr. Holly Edds, Superintendent. Dr. Edds was appointed Superintendent of the District effective [July 1, 2020]. Immediately prior thereto, she served as the District's Assistant Superintendent of Educational Services. Prior to joining the District, Dr. Edds served as a principal at Joe Nightingale Elementary School for six years. Dr. Edds has also worked in the San Miguel Joint Union School District, Paso Robles Public Schools, and King City Union School District. Her Doctorate in Educational Leadership is a Joint Doctorate from the University of California, Santa Barbara and Cal Poly San Luis Obispo. Dr. Edds also holds a Master of Arts Degree in Education with a specialization in Reading from Cal Poly San Luis Obispo and a Bachelor of Arts degree in Social Science from the University of California, Irvine. Dr. Edds taught regular education as well as special education and holds several advanced teaching credentials.

Dr. Nicholas Taylor, Assistant Superintendent of Business Services. Dr. Taylor was appointed as the Assistant Superintendent of Business Services of the District effective November 9, 2020. Previously, he served as Chief Business Official for the Kingsburg Charter School District. Dr. Taylor has also previously served as Director of Support Services, Principal, and Teacher. Dr. Taylor earned a Bachelor's degree from the University of California, Santa Barbara, Masters degree from California State University, Fresno, and his Doctorate degree from the University of Laverne.

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Enrollment Trends

On average throughout the District, the regular education pupil-teacher ratio is approximately 25:1 in kindergarten, 27:1 in grades 1-3, 28:1 in grades 4-6, and 25:1 in grades 7-8]. The following table shows a 10-year enrollment history for the District.

HISTORICAL ENROLLMENT
Fiscal Years 2011-12 through 2020-21
Orcutt Union School District

Fiscal Year	Enrollment[(1)]	% Change
2011-12	4,379	--
2012-13	4,387	0.2%
2013-14	4,400	0.3
2014-15	4,512	2.5
2015-16	4,492	(0.4)
2016-17	4,494	0.0
2017-18	4,426	(1.5)
2018-19	4,394	(0.7)
2019-20	4,297	(2.2)
2020-21	3,952	(8.0)

(1) Fiscal years 2011-12 and 2012-13 enrollment as of October report submitted to the California Basic Educational Data System ("CBEDS"). Fiscal years 2013-14 through 2020-21 reflect CALPADS enrollment. Enrollment excludes County-operated programs and charter school students. See "- Charter School" herein.
Source: Orcutt Union School District.

Charter School

Charter schools are largely independent schools operating as part of the public school system created pursuant to Education Code Part 26.8 (beginning with Section 47600) of Division 4 of Title 2 (the "Charter School Law"). A charter school is usually created or organized by a group of teachers, parents and community leaders, or a community-based organization, and may be approved by an existing local public school district, a county board of education, or the State Board of Education.

A charter school is generally exempt from the laws governing school districts, except where specifically noted in the law. The Charter School Law acknowledges that among its intended purposes are: (i) to provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; (ii) to hold schools accountable for meeting measurable pupil outcomes and provide schools a way to shift from a rule-based to a performance-based system of accountability; and (iii) to provide competition within the public school system to stimulate improvements in all public schools.

The District has certain fiscal oversight and other responsibilities with respect to both independent and affiliated charter schools established within its boundaries. However, independent charter schools receive funding directly from the State, and such funding would not be reported in the District's audited financial statements. Affiliated charter schools receive their funding from the District, and would be reflected in the District's audited financial statements.

There is currently one affiliated, District-operated charter school operating within the District's boundaries. The following table shows enrollment figures for this charter school for the past five fiscal years, and projected enrollment figures for the current fiscal year.

HISTORICAL CHARTER SCHOOL ENROLLMENT
Fiscal Years 2015-16 through 2020-21
Orcutt Union School District

Fiscal Year	Enrollment
2015-16	786
2016-17	786
2017-18	776
2018-19	787
2019-20	782
2020-21[(1)]	864

(1) Projected.
Source: Orcutt Union School District

The District can make no representations regarding how many District students will transfer to charter schools in the future or back to the District from charter schools and the corresponding financial impact on the District.

Labor Relations

The District currently employs approximately 246 full-time equivalent certificated employees and 67 full-time equivalent classified employees. In addition, the District currently employs 245 part-time faculty and staff. These employees, except management and some part-time employees, are represented by the two bargaining units as noted below:

District employees, except for management and hourly/at-will employees, are represented by two employee bargaining units as shown below.

BARGAINING UNITS
Orcutt Union School District

Name of Bargaining Unit	Number of Employees Represented	Current Contract Expiration Date
Orcutt Educators Association		June 30, 2023
California School Employees Association		[June 30, 2020]

Source: Orcutt Union School District.

Retirement Programs

The information set forth below regarding the District's retirement programs, other than the information provided by the District regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by either the District, the Municipal Advisor or the Underwriter.

STRS. All full-time certificated employees, as well as certain classified employees, are members of the State Teachers' Retirement System ("STRS"). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program (the "STRS Defined Benefit

Program"). The STRS Defined Benefit Program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers, and the State. Benefit provisions and contribution amounts are established by State statutes, as legislatively amended from time to time.

Prior to fiscal year 2014-15, and unlike typical defined benefit programs, none of the employee, employer nor State contribution rates to the STRS Defined Benefit Program varied annually to make up funding shortfalls or assess credits for actuarial surpluses. In recent years, the combined employer, employee and State contributions to the STRS Defined Benefit Program have not been sufficient to pay actuarially required amounts. As a result, and due to significant investment losses, the unfunded actuarial liability of the STRS Defined Benefit Program has increased significantly in recent fiscal years. In September 2013, STRS projected that the STRS Defined Benefit Program would be depleted in 31 years assuming existing contribution rates continued, and other significant actuarial assumptions were realized. In an effort to reduce the unfunded actuarial liability of the STRS Defined Benefit Program, the State passed the legislation described below to increase contribution rates.

Prior to July 1, 2014, K-14 school districts were required by such statutes to contribute 8.25% of eligible salary expenditures, while participants contributed 8% of their respective salaries. On June 24, 2014, the Governor signed AB 1469 ("AB 1469") into law as a part of the State's fiscal year 2014-15 budget. AB 1469 seeks to fully fund the unfunded actuarial obligation with respect to service credited to members of the STRS Defined Benefit Program before July 1, 2014 (the "2014 Liability"), within 32 years, by increasing member, K-14 school district and State contributions to STRS. Commencing July 1, 2014, the employee contribution rate increased over a three-year phase-in period in accordance with the following schedule:

MEMBER CONTRIBUTION RATES
STRS (Defined Benefit Program)

Effective Date	STRS Members Hired Prior to January 1, 2013	STRS Members Hired After January 1, 2013
July 1, 2014	8.150%	8.150%
July 1, 2015	9.200	8.560
July 1, 2016	10.250	9.205

Source: AB 1469.

Pursuant to the Reform Act (defined below), the contribution rates for members hired after the Implementation Date (defined below) will be adjusted if the normal cost increases by more than 1% since the last time the member contribution was set. The contribution rate for employees hired after the Implementation Date (defined below) increased from 9.205% of creditable compensation for fiscal year commencing July 1, 2017 to 10.205% of creditable compensation effective July 1, 2018. For fiscal year commencing July 1, 2019, the contribution rate was 10.250% for employees hired before the Implementation Date and 10.205% for employees hired after the Implementation Date. For fiscal year commencing July 1, 2020, the contribution rate will be 10.250% for employees hired before the Implementation Date and 10.205% employees hired after the Implementation Date.

Pursuant to AB 1469, K-14 school districts' contribution rate will increase over a seven-year phase-in period in accordance with the following schedule:

K-14 SCHOOL DISTRICT CONTRIBUTION RATES
STRS (Defined Benefit Program)

Effective Date	K-14 school districts
July 1, 2014	8.88%
July 1, 2015	10.73
July 1, 2016	12.58
July 1, 2017	14.43
July 1, 2018	16.28
July 1, 2019	18.13
July 1, 2020	19.10

Source: AB 1469.

Based upon the recommendation from its actuary, for fiscal year 2021-22 and each fiscal year thereafter the STRS Teachers' Retirement Board (the "STRS Board"), is required to increase or decrease the K-14 school districts' contribution rate to reflect the contribution required to eliminate the remaining 2014 Liability by June 30, 2046; provided that the rate cannot change in any fiscal year by more than 1% of creditable compensation upon which members' contributions to the STRS Defined Benefit Program are based; and provided further that such contribution rate cannot exceed a maximum of 20.25%. In addition to the increased contribution rates discussed above, AB 1469 also requires the STRS Board to report to the State Legislature every five years (commencing with a report due on or before July 1, 2019) on the fiscal health of the STRS Defined Benefit Program and the unfunded actuarial obligation with respect to service credited to members of that program before July 1, 2014. The reports are also required to identify adjustments required in contribution rates for K-14 school districts and the State in order to eliminate the 2014 Liability.

On June 27, 2019, the Governor signed SB 90 ("SB 90") into law as a part of the 2019-20 Budget. Pursuant to SB 90, the State Legislature appropriated $2.246 billion to be transferred to the Teacher's Retirement Fund for the STRS Defined Benefit Program to pay in advance, on behalf of employers, part of the contributions required for fiscal years 2019-20 and 2020-21, resulting in K-14 school districts having to contribute 1.03% less in fiscal year 2019-20 and 0.70% less in fiscal year 2020-21, resulting in employer contribution rates of 17.1% in fiscal year 2019-20 and 18.4% in fiscal year 2020-21. In addition, the State made a contribution of $1.117 billion to be allocated to reduce the employer's share of the unfunded actuarial obligation determined by the STRS Board upon recommendation from its actuary. This additional payment will be reflected in the June 30, 2020 actuarial valuation. Subsequently, the State's 2020-21 Budget redirected $2.3 billion previously appropriated to STRS and PERS pursuant to SB 90 for long-term unfunded liabilities to further reduce the employer contribution rates in fiscal year 2020-21 and 2021-22. As a result, the effective employer contribution rate is 16.15% in fiscal year 2020-21 and is projected to be 16.02% in fiscal year 2021-22. See "DISTRICT FINANCIAL INFORMATION – State Budget" herein.

The District's contributions to STRS were $2,235,037 in fiscal year 2015-16, $2,923,873 in fiscal year 2016-17, $3,219,513 in fiscal year 2017-18, $3,654,970 in fiscal year 2018-19, and $3,784,223 in fiscal year 2019-20. The District has projected a contribution of $3,609,213 for fiscal year 2020-21. All of the above amounts include contributions made for employees at the District's schools and the District's charter school.

The State also contributes to STRS, currently in an amount equal to 8.328% for fiscal year 2020-21. The State's contribution reflects a base contribution rate of 2.017%, and a supplemental contribution rate that will vary from year to year based on statutory criteria. Based upon the recommendation from its actuary, for fiscal year 2017-18 and each fiscal year thereafter, the STRS Board is required, with certain limitations, to increase or decrease the State's contribution rates to reflect the contribution required to eliminate the unfunded actuarial accrued liability attributed to benefits in effect before July 1, 1990. The STRS Board approved State supplemental contribution rate for fiscal year 2020-21 reflects an increase of 0.5% of payroll, the maximum allowed under current law.

In addition, the State is currently required to make an annual general fund contribution up to 2.5% of the fiscal year covered STRS member payroll to the Supplemental Benefit Protection Account (the "SBPA"), which was established by statute to provide supplemental payments to beneficiaries whose purchasing power has fallen below 85% of the purchasing power of their initial allowance.

PERS. Classified employees working four or more hours per day are members of the Public Employees' Retirement System ("PERS"). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by the State statutes, as legislatively amended from time to time. PERS operates a number of retirement plans including the Public Employees Retirement Fund ("PERF"). PERF is a multiple-employer defined benefit retirement plan. In addition to the State, employer participants at June 30, 2019 included 1,612 public agencies and 1,319 K-14 school districts and charter schools. PERS acts as the common investment and administrative agent for the member agencies. The State and K-14 school districts (for "classified employees," which generally consist of school employees other than teachers) are required by law to participate in PERF. Employees participating in PERF generally become fully vested in their retirement benefits earned to date after five years of credited service. One of the plans operated by PERS is for K-14 school districts throughout the State (the "Schools Pool").

Pursuant to SB 90, the State Legislature appropriated $144 million for fiscal year 2019-20 and $100 million for fiscal year 2020-21 to be transferred to the Public Employees' Retirement Fund, to pay in advance, on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years. In addition, the State Legislature appropriated $660 million to be applied toward certain unfunded liabilities for K-14 school district employers. As a result of the payments made by the State pursuant to SB 90, the employer contribution rate for fiscal year 2019-20 was 19.721%. See "DISTRICT FINANCIAL INFORMATION – State Budget" herein.

Contributions by employers to the Schools Pool are based upon an actuarial rate determined annually and contributions by plan members vary based upon their date of hire. The actuarial determined employer contribution rate for fiscal year 2020-21 is 20.7%, which reflects the redirection of funds by the State's 2020-21 Budget by AB 84 (defined below), that were previously appropriated pursuant to SB 90 for long-term unfunded liabilities (discussed above). See "DISTRICT FINANCIAL INFORMATION – State Budget" herein. Participants enrolled in PERS prior to January 1, 2013 contribute at a rate established by statute, which is 7% of their respective salaries in fiscal year 2020-21, while participants enrolled after January 1, 2013 contribute at an actuarially determined rate, which is 7% in fiscal year 2020-21. See "— California Public Employees' Pension Reform Act of 2013" herein

The District's contributions to PERS were $664,702 in fiscal year 2015-16, $806,837 in fiscal year 2016-17, $943,640 in fiscal year 2017-18, $1,155,937 in fiscal year 2018-19, and $1,314,418 in fiscal year 2019-20. The District has projected a contribution of $1,317,765 for fiscal year 2020-21. All of the above amounts include contributions made for employees at the District's schools and the District's charter school.

State Pension Trusts. Each of STRS and PERS issues a separate comprehensive financial report that includes financial statements and required supplemental information. Copies of such financial reports may be obtained from each of STRS and PERS as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; (ii) PERS, P.O. Box 942703, Sacramento, California 94229-2703. Moreover, each of STRS and PERS maintains a website, as follows: (i) STRS: www.calstrs.com; (ii) PERS: www.calpers.ca.gov. However, the information presented in such financial reports or on such websites is not incorporated into this Official Statement by any reference.

Both STRS and PERS have substantial statewide unfunded liabilities. The amount of these unfunded liabilities will vary depending on actuarial assumptions, returns on investments, salary scales and participant contributions. The table on the following page summarizes information regarding the actuarially-determined accrued liability for both STRS and PERS. Actuarial assessments are "forward-looking" information that reflect the judgment of the fiduciaries of the pension plans, and are based upon a variety of assumptions, one or more of which may not materialize or be changed in the future. Actuarial assessments will change with the future experience of the pension plans.

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FUNDED STATUS
STRS (Defined Benefit Program) and PERS (Schools Pool)
(Dollar Amounts in Millions) [1]
Fiscal Years 2010-11 through 2018-19

STRS

Fiscal Year	Accrued Liability	Value of Trust Assets (MVA)[2]	Unfunded Liability (MVA)[2]	Value of Trust Assets (AVA)[3]	Unfunded Liability (AVA)[3]
2010-11	$208,405	$147,140	$68,365	$143,930	$64,475
2011-12	215,189	143,118	80,354	144,232	70,957
2012-13	222,281	157,176	74,374	148,614	73,667
2013-14	231,213	179,749	61,807	158,495	72,718
2014-15	241,753	180,633	72,626	165,553	76,200
2015-16	266,704	177,914	101,586	169,976	96,728
2016-17	286,950	197,718	103,468	179,689	107,261
2017-18	297,603	211,367	101,992	190,451	107,152
2018-19	310,719	225,466	102,636	205,016	105,703

PERS

Fiscal Year	Accrued Liability	Value of Trust Assets (MVA)	Unfunded Liability (MVA)	Value of Trust Assets (AVA)[3]	Unfunded Liability (AVA)[3]
2010-11	$58,358	$45,901	$12,457	$51,547	$6,811
2011-12	59,439	44,854	14,585	53,791	5,648
2012-13	61,487	49,482	12,005	56,250	5,237
2013-14	65,600	56,838	8,761	--[4]	--[4]
2014-15	73,325	56,814	16,511	--[4]	--[4]
2015-16	77,544	55,785	21,759	--[4]	--[4]
2016-17	84,416	60,865	23,551	--[4]	--[4]
2017-18	92,071	64,846	27,225	--[4]	--[4]
2018-19	99,528	68,177	31,351	--[4]	--[4]

(1) Amounts may not add due to rounding.
(2) Reflects market value of assets, including the assets allocated to the SBPA reserve. Since the benefits provided through the SBPA are not a part of the projected benefits included in the actuarial valuations summarized above, the SBPA reserve is subtracted from the STRS Defined Benefit Program assets to arrive at the value of assets available to support benefits included in the respective actuarial valuations.
(3) Reflects actuarial value of assets.
(4) Effective for the June 30, 2014 actuarial valuation, PERS no longer uses an actuarial value of assets.
Source: PERS Schools Pool Actuarial Valuation; STRS Defined Benefit Program Actuarial Valuation.

The STRS Board has sole authority to determine the actuarial assumptions and methods used for the valuation of the STRS Defined Benefit Program. Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2010, through June 30, 2015) (the "2017 Experience Analysis"), on February 1, 2017, the STRS Board adopted a new set of actuarial assumptions that reflect member's increasing life expectancies and current economic trends. These new assumptions were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2016 (the "2016 STRS Actuarial Valuation"). The new actuarial assumptions include, but are not limited to: (i) adopting a generational mortality methodology to reflect past improvements in life expectancies and provide a more dynamic assessment of future life spans, (ii) decreasing the investment rate of return (net of investment and administrative expenses) to 7.25% for the 2016 STRS Actuarial Valuation and 7.00% for the June 30, 2017 actuarial evaluation (the "2017 STRS Actuarial Valuation"), and (iii) decreasing the projected wage growth to 3.50% and the projected inflation rate to 2.75%.

Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2015, through June 30, 2018) (the "2020 Experience Analysis"), on January 31, 2020, the STRS Board adopted a new set of actuarial assumptions that were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2019 (the "2019 STRS Actuarial Valuation"). While no changes were made to the actuarial assumptions discussed above, which were established as a result of the 2017 Experience Analysis, certain demographic changes were made, including: (i) lowering the termination rates to reflect a continued trend of lower than expected teachers leaving their employment prior to retirement, and (ii) adopting changes to the retirement rates for both employees hire before the Implementation Date and after the Implementation Date to better reflect the anticipated impact of years of service on retirements. The 2019 STRS Actuarial Valuation continues using the Entry Age Normal Actuarial Cost Method.

Based on salary increases less than assumed, additional State contributions, and actuarial asset gains recognized from the current and prior years, the 2019 STRS Actuarial Valuation reports that the unfunded actuarial obligation decreased by $1.5 billion since the 2018 STRS Actuarial Valuation and the funded ratio increased by 2.0% to 66.0% over such time period.

According to the 2019 STRS Actuarial Valuation, the future revenues from contributions and appropriations for the STRS Defined Benefit Program are projected to be approximately sufficient to finance its obligations with a projected ending funded ratio in fiscal year ending June 30, 2046 of 99.9%, except for a small portion of the unfunded actuarial obligation related to service accrued on or after July 1, 2014 for member benefits adopted after 1990, for which AB 1469 provides no authority to the STRS Board to adjust rates to pay down that portion of the unfunded actuarial obligation. This finding reflects the scheduled contribution rate increases directed by statute, assumes additional increases in the scheduled contribution rates allowed under the current law will be made, and is based on the valuation assumptions and valuation policy adopted by the STRS Board, including a 7.00% investment rate of return assumption and includes the $1.117 billion State contribution made in July 2019 pursuant to SB 90.

The actuary for the STRS Defined Benefit Program notes in the 2019 STRS Actuarial Report that, since such report is dated as of June 30, 2019, the significant declines in the investment markets that have occurred in the first half the 2020 calendar year are not directly reflected in the 2019 STRS Actuarial Report. The actuary notes that such declines will almost certainly impact the future of the STRS Defined Benefit Program funding, and that, all things being equal, it is expected that the actuarial valuation for the fiscal year ending June 30, 2020 will show a greater increase in the projected State contribution rate (and possibly the employer rate) and a possible decline in the funded ratio. See "DISTRICT FINANCIAL INFORMATION – Considerations Regarding COVID-19" herein.

In recent years, the PERS Board of Administration (the "PERS Board") has taken several steps, as described below, intended to reduce the amount of the unfunded accrued actuarial liability of its plans, including the Schools Pool.

On March 14, 2012, the PERS Board voted to lower the PERS' rate of expected price inflation and its investment rate of return (net of administrative expenses) (the "PERS Discount Rate") from 7.75% to 7.5%. On February 18, 2014, the PERS Board voted to keep the PERS Discount Rate unchanged at 7.5%. On November 17, 2015, the PERS Board approved a new funding risk mitigation policy to incrementally lower the PERS Discount Rate by establishing a mechanism whereby such rate is reduced by a minimum of 0.05% to a maximum of 0.25% in years when investment returns outperform the existing PERS Discount Rate by at least four percentage points. On December 21, 2016, the PERS Board voted to lower the PERS Discount Rate to 7.0% over a three year phase-in period in accordance with the following schedule: 7.375% for the June 30, 2017 actuarial valuation, 7.25% for the June 30, 2018 actuarial valuation and 7.00% for the June 30, 2019 actuarial valuation. The new discount rate went into effect July 1, 2017 for the State and July 1, 2018 for K-14 school districts and other public agencies. Lowering the PERS Discount Rate means

employers that contract with PERS to administer their pension plans will see increases in their normal costs and unfunded actuarial liabilities. Active members hired after January 1, 2013, under the Reform Act (defined below) will also see their contribution rates rise.

On April 17, 2013, the PERS Board approved new actuarial policies aimed at returning PERS to fully-funded status within 30 years. The policies include a rate smoothing method with a 30-year fixed amortization period for gains and losses, a five-year increase of public agency contribution rates, including the contribution rate at the onset of such amortization period, and a five year reduction of public agency contribution rates at the end of such amortization period. The new actuarial policies were first included in the June 30, 2014 actuarial valuation and were implemented with respect the State, K-14 school districts and all other public agencies in fiscal year 2015-16.

Also, on February 20, 2014, the PERS Board approved new demographic assumptions reflecting (i) expected longer life spans of public agency employees and related increases in costs for the PERS system and (ii) trends of higher rates of retirement for certain public agency employee classes, including police officers and firefighters. The new actuarial assumptions were first reflected in the Schools Pool in the June 30, 2015 actuarial valuation. The increase in liability due to the new assumptions will be amortized over 20 years with increases phased in over five years, beginning with the contribution requirement for fiscal year 2016-17. The new demographic assumptions affect the State, K-14 school districts and all other public agencies.

The PERS Board is required to undertake an experience study every four years under its Actuarial Assumptions Policy and State law. As a result of the most recent experience study, on December 20, 2017, the PERS Board approved new actuarial assumptions, including (i) lowering the inflation rate to 2.625% for the June 30, 2018 actuarial valuation and to 2.50% for the June 30, 2019 actuarial valuation, (ii) lowering the payroll growth rate to 2.875% for the June 30, 2018 actuarial valuation and 2.75% for the June 30, 2019 actuarial valuation, and (iii) certain changes to demographic assumptions relating to the salary scale for most constituent groups, and modifications to the morality, retirement, and disability retirement rates.

On February 14, 2018, the PERS Board approved a new actuarial amortization policy with an effective date for actuarial valuations beginning on or after June 30, 2019, which includes (i) shortening the period over which actuarial gains and losses are amortized from 30 years to 20 years, (ii) requiring that amortization payments for all unfunded accrued liability bases established after the effective date be computed to remain a level dollar amount throughout the amortization period, (iii) removing the 5-year ramp-up and ramp-down on unfunded accrued liability bases attributable to assumptions changes and non-investment gains/losses established on or after the effective date and (iv) removing the 5-year ramp-down on investment gains/losses established after the effective date. While PERS expects that reducing the amortization period for certain sources of unfunded liability will increase future average funding ratios, provide faster recovery of funded status following market downturns, decrease expected cumulative contributions, and mitigate concerns over intergenerational equity, such changes may result in increases in future employer contribution rates.

The Schools Pool Actuarial Valuation as of June 30, 2019 (the "2019 PERS Actuarial Valuation"), reported that the contribution rate for 2021-22 is projected to be 23.0%, with annual increases thereafter, resulting in a projected 27.6% employer contribution rate for fiscal year 2026-27. The projected contribution rates reflect a 4.7% investment return reduced by estimated administrative expenses for fiscal year 2019-20 and the anticipated decrease in normal cost due to new hires entering lower benefit formulas under the Reform Act, as well as the additional $904 million contributed by the State in July 2019 pursuant to SB 90, which was subsequently amended by Assembly Bill 84/Senate Bill 111 ("AB 84"). Under AB 84, $144 million of the State contribution under SB 90 is deemed to satisfy a portion of the State's required contribution in fiscal year 2019-20, $430 million will satisfy a portion of the employer contribution rate in

fiscal year 2020-21, and $330 million will satisfy a portion of the employer contribution rate in fiscal year 2021-22. See "DISTRICT FINANCIAL INFORMATION – State Budget" herein. The projected contribution rate also assumes that all other actuarial assumptions will be realized and that no further changes to assumptions, contributions, benefits, or funding will occur during the projection period. As reported in the 2019 PERS Actuarial Valuation, the funded status for the Schools Pool decreased by 1.9% (from 70.4% to 68.5%) from June 30, 2018 to June 30, 2019, primarily due to increases in liability resulting from the decrease in the discount rate, discussed above, and by the investment return in 2018-19 being less than expected.

The District can make no representations regarding the future program liabilities of STRS, or whether the District will be required to make additional contributions to STRS in the future above those amounts required under AB 1469. The District can also provide no assurances that the District's required contributions to PERS will not increase in the future.

California Public Employees' Pension Reform Act of 2013. On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 (the "Reform Act"), which makes changes to both STRS and PERS, most substantially affecting new employees hired after January 1, 2013 (the "Implementation Date"). For STRS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor (the age factor is the percent of final compensation to which an employee is entitled for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. Similarly, for non-safety PERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and increases the eligibility requirement for the maximum age factor of 2.5% to age 67. Among the other changes to PERS and STRS, the Reform Act also: (i) requires all new participants enrolled in PERS and STRS after the Implementation Date to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (ii) requires STRS and PERS to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (previously 12 months for STRS members who retire with 25 years of service), and (iii) caps "pensionable compensation" for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers) and benefit base for members participating in Social Security or 120% for members not participating in social security (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers), while excluding previously allowed forms of compensation under the formula such as payments for unused vacation, annual leave, personal leave, sick leave, or compensatory time off.

GASB Statement Nos. 67 and 68. On June 25, 2012, the Governmental Accounting Standards Board ("GASB") approved Statements Nos. 67 and 68 ("Statements") with respect to pension accounting and financial reporting standards for state and local governments and pension plans. The new Statements, No. 67 and No. 68, replace GASB Statement No. 27 and most of Statements No. 25 and No. 50. The changes impact the accounting treatment of pension plans in which state and local governments participate. Major changes include: (1) the inclusion of unfunded pension liabilities on the government's balance sheet (currently, such unfunded liabilities are typically included as notes to the government's financial statements); (2) more components of full pension costs being shown as expenses regardless of actual contribution levels; (3) lower actuarial discount rates being required to be used for underfunded plans in certain cases for purposes of the financial statements; (4) closed amortization periods for unfunded liabilities being required to be used for certain purposes of the financial statements; and (5) the difference between expected and actual investment returns being recognized over a closed five-year smoothing period. In addition, according to GASB, Statement No. 68 means that, for pensions within the scope of the

Statement, a cost-sharing employer that does not have a special funding situation is required to recognize a net pension liability, deferred outflows of resources, deferred inflows of resources related to pensions and pension expense based on its proportionate share of the net pension liability for benefits provided through the pension plan. Because the accounting standards do not require changes in funding policies, the full extent of the effect of the new standards on the District is not known at this time. The reporting requirements for pension plans took effect for the fiscal year beginning July 1, 2013 and the reporting requirements for government employers, including the District, took effect for the fiscal year beginning July 1, 2014.

For fiscal year ending June 30, 2020, the District's proportionate share of the net STRS pension liability was reported as $37,283,867. As of such date, the District's proportionate share of the net PERS pension liability was reported as $13,456,107. For additional information, see "APPENDIX B – THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS – Note 13" attached hereto.

Other Post-Employment Benefits

Plan Description. The District provides post-employment retirement health benefits to certain eligible retirees with 10 years of service who retire from the District and have reached the minimum age of 55 (the "Benefits"). The duration of the Benefits are five years, but not beyond age 65. Employees must have been hired by the District prior to July 1, 2013 in order to participate in the program. For classified retirees, the District pays a flat amount per month toward Benefits: $680 for single, $1,323 for two-party and $1,852 for family coverage. For certificated retirees, the District pays a flat amount per month towards Benefits: $680 for single, $1058 for two-party and $1481 for family coverage. Management/confidential retirees hired after July 1, 2005 but prior to July 1, 2013, are covered the same, depending on whether their position was certificated or classified. The District pays 100% of two-party or family coverage for management/confidential retirees hired prior to July 1, 2005. There are currently 50 retirees currently receiving Benefits and 199 active plan members. See also "APPENDIX B – THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS – Note 10" attached hereto.

Funding Policy. he District's funding policy for the Benefits is based on a pay-as-you-go basis to cover the cost of current insurance premiums. For fiscal years 2015-16 through 2019-20, the District realized $297,187, $394,265, $637,429, $662,926, and $736,117, respectively, for the Benefits. The District has projected $569,242 for such expenditures in fiscal year 2020-21. All of the above amounts include payments made for employees at the District's schools and the District's charter school.

In June 2019, the District established an irrevocable trust through Public Agency Retirement Systems (the "PARS Trust"), to begin funding its TOL (defined herein) with respect to the Benefits. The District contributed $850,000 to the PARS Trust in fiscal year 2019-20 and has projected a contribution of $625,000 to the PARS Trust in fiscal year 2020-21. As of December 31, 2020, the District had $4,971,729 on deposit in the PARS Trust.

GASB Statement Nos. 74 and 75. On June 2, 2015, GASB approved *GASB Statement #74, Financial Reporting for Postemployment Benefit Plans Other Than Pensions* ("GASB 74") and *GASB Statement #75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* ("GASB 75") with respect to pension accounting and financial reporting standards for public sector post-retirement benefit programs and the employers that sponsor them. GASB 74 replaces GASB Statements No. 43 and 57 and GASB 75 replaces GASB 45.

Most of GASB 74 applies to plans administered through trusts, in which contributions are irrevocable, trust assets are dedicated to providing other post –employment benefits to plan members and trust assets are legally protected from creditors. GASB 74 and GASB 75 requires a liability for OPEB obligations, known as the Net OPEB Liability (the "NOL"), to be recognized on the balance sheet of the

plan and the participating employer's financial statements. In addition, an OPEB expense (service cost plus interest on Total OPEB Liability (the "TOL") plus current-period benefit changes minus member contributions minus assumed earning on plan investments plus administrative expenses plus recognition of deferred outflows minus recognition of deferred inflows) will be recognized in the income statement of the participating employers. In the notes to its financial statements, employers providing other post-employment benefits will also have to include information regarding the year-to-year change in the NOL and a sensitivity analysis of the NOL to changes in the discount rate and healthcare trend rate. The required supplementary information will also be required to show a 10-year schedule of the plan's net OPEB liability reconciliation and related ratios, and any actuarially determined contributions and investment returns.

Under GASB 74, the measurement date must be the same as the plan's fiscal year end, but the actuarial valuation date may be any date up to 24 months prior to the measurement date. For the TOL, if the valuation date is before the measurement date, the results must be projected forward from the valuation date to the measurement date using standard actuarial roll-forward techniques. For plans that are unfunded or have assets insufficient to cover the projected benefit payments, a discount rate reflecting a 20-year tax-exempt municipal bond yield or index rate must be used. For plans with assets that meet the GASB 74 requirements, a projection of the benefit payments and future Fiduciary Net Position (the "FNP") is performed based on the funding policy and assumptions of the plan, along with the methodology specified in GASB. The FNP measures the value of trust assets, adjusted for payees and receivables.

GASB 74 has an effective date for plan fiscal years beginning after June 15, 2016, and was first recognized in the District's financial statements for fiscal year 2016-17. GASB 75 has an effective date for employer fiscal years beginning after June 15, 2017, and the District first recognized GASB No. 75 in their financial statements for fiscal year 2017-18. For more information, see "APPENDIX B – THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS – Note 10" attached hereto.

Actuarial Studies. The District has implemented GASB 74 and GASB 75, pursuant to which the District has commissioned and received actuarial studies of its liability with respect to the Benefits. The District receives separate actuarial studies for its charter school and District liabilities. The most recent actuarial studies, dated September 17, 2020 (the "Studies") had a measurement date of June 30, 2020. The Studies concluded that, as of a June 30, 2020 valuation date, (i) the TOL for the District liability was $9,757,602, its FNP was $4,153,082, and its NOL was $5,604,520, and (ii) the TOL for the charter school liability was $788,916, its FNP was $335,783, and its NOL was $453,133. In calculating the liability, the District is required to recognize an implicit subsidy in retiree premium rates because retirees and current employees in the District's health insurance plan are insured as a group, and it is assumed that the premiums paid for retiree insurance coverage are lower than they would have been if current retirees were insured separately. See "– Long-Term Debt" herein and "APPENDIX B – THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS – Note 10" attached hereto.

Medicare Premium Payment Program.

The District participates in the Medicare Premium Payment ("MPP") Program, a cost-sharing multiple-employer other postemployment benefit plan. STRS administers the MPP Program through the Teachers' Health Benefit Fund (the "THBF"). The MPP Program pays Medicare Part A premiums and Medicare Parts A and B late enrollment surcharges for eligible members of the STRS Defined Benefit Program who were retired or began receiving a disability allowance prior to July 1, 2012, and were not eligible for premium free Medicare Part A. The MPP Program is now closed to new entrants.

The MPP Program is funded on a pay-as-you-go basis from a portion of the monthly District benefit payments. Benefit payments that would otherwise be credited to the STRS Defined Benefit Program each month are instead credited to the MPP Program to fund monthly program and administrative costs.

An actuarial study of the liability of the MPP Program has been prepared pursuant to GASB 74 and GASB 75. The District's proportionate share of the net MPP Program liability as of June 30, 2020 was $271,953. The MPP Program liability was measured as of June 30, 2019, and the TOL was determined by an actuarial valuation as of June 30, 2018. See also "APPENDIX B – THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS – Note 10" attached hereto.

Joint Powers Authorities

The District participates in three joint ventures under joint powers agreements ("JPAs"): the Self-Insurance Program for Employees ("SIPE"), the Self-Insured Schools of California II ("SISCII"), and the Self-Insured Schools of California III ("SISCIII"). The relationships between the District and the JPAs are such that none of the JPAs are a component unit of the District for financial reporting purposes.

The JPAs are independently accountable for their fiscal matters. The insurance groups maintain their own accounting records. Budgets are not subject to any approval other than of the respective governing boards. Member districts share surpluses and deficits proportionately to their participation in the JPA.

Property and Liability. The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; cyberintrusions and natural disasters. The District has contracted with SISCII for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years.

Workers' Compensation. The District participates in SIPE, an insurance purchasing pool, for its workers compensation coverage. The workers' compensation experience of the districts participating in SIPE is calculated as one experience and a common premium rate is applied to all districts in the name of SIPE. Each participating district pays its workers' compensation premium based on its individual rate.

Employee Medical Benefits. The District has contracted with the SISCIII to provide employee health benefits. Rates are set through an annual calculation process. The District pays a monthly contribution, which is placed in a common fund from which claim payments are made for all participating districts. Claims are paid for all participants regardless of claims flow. The board of SISCIII has a right to return monies to a district subsequent to the settlement of all expenses and claims if a district withdraws from the pool.

See also "APPENDIX B – THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS – Notes 12 and 15" attached hereto.

District Debt Structure

Short-Term Debt. The District currently has no outstanding short-term debt obligations.

Long-Term Debt. A schedule of changes in long-term debt for the fiscal year ended June 30, 2020, is shown below:

	Balance July 1, 2019	Additions	Deductions	Balance June 30, 2020
General Obligation Bonds	$24,910,000	$22,920,000	$(3,990,000)	$43,840,000
Unamortized debt premiums	826,868	1,095,383	(29,531)	1,892,720
Compensated absences	158,710	26,925	--	185,635
Total	$25,895,578	$24,042,308	$(4,019,531)	$45,918,355

Source: Orcutt Union School District.

General Obligation Bonds. Effective July 1, 2008, pursuant to reorganization proceedings conducted by the Santa Barbara County Board of Education (the "SBCBOE"), the District and the Casmalia School District merged, and the territory of the former Casmalia School District (the "Casmalia Territory") was transferred into the territory of the District. Pursuant to additional reorganization proceedings conducted by the SBCBOE, effective July 1, 2011, the District and the Los Alamos School District merged, and the territory of the former Los Alamos School District (the "Los Alamos Territory") was transferred into the territory of the District. The territory of the District as it existed prior to the transfer and annexation of the Casmalia Territory and the Los Alamos Territory is referred to herein as the "Original Orcutt Territory."

The District has previously issued general obligation refunding bonds to refinance bonds issued by the District prior the annexation of the Los Alamos School District and Casmalia School District, and payable solely from *ad valorem* property taxes levied in the Original Orcutt Territory. The District has also previously issued general obligation refunding bonds to refinance bonds previously issued by the Los Alamos School District, and payable solely from *ad valorem* property taxes levied solely in the Los Alamos Territory.

Pursuant to the 2016 Authorization, the voters of the District approved the issuance of $60,000,000 of general obligation bonds of the District, payable from *ad valorem* taxes levied on taxable property within the District. The District has previously issued the first two series of bonds pursuant to the 2016 Authorization in the aggregate principal amounts of $15,210,000 and $20,500,000, respectively. Currently, $24,290,000 of the 2016 Authorization remains authorized and unissued.

The following table summarizes the District's prior bond issuances with bonds still outstanding.

General Obligation Bonded Debt

Issuance	Initial Principal Amount	Principal Outstanding[(1)]	Date of Delivery
2012 General Obligation Refunding Bonds, Series A[(2)]	$4,150,000	$2,420,000	3/1/2012
2012 General Obligation Refunding Bonds, Series B[(3)]	1,525,000	835,000	3/1/2012
2015 General Obligation Refunding Bonds[(2)]	7,415,000	4,945,000	5/5/2015
Election of 2016 General Obligation Bonds, Series A[(4)]	15,210,000	13,410,000	6/28/2018
Election of 2016 General Obligation Bonds, Series B[(4)]	20,500,000	20,500,000	6/25/2020
2020 General Obligation Refunding Bonds[(2)]	2,420,000	2,365,000	6/25/2020

(1) As of _____ 1, 2021.
(2) Payable from *ad valorem* property taxes levied in the Original Orcutt Territory.
(3) Payable from *ad valorem* property taxes levied in the Los Alamos Territory.
(4) Payable from *ad valorem* property taxed levied in the District.
Source: Orcutt Union School District.

The table on the following page shows the combined annual debt service schedule with respect to the District's total outstanding general obligation bonded debt, assuming no further optional redemptions are made.

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COMBINED GENERAL OBLIGATION BONDED INDEBTEDNESS
Orcutt Union School District

Year Ending August 1	2012A Refunding Bonds	2012B Refunding Bonds	2015 Refunding Bonds	Election of 2016 Series A Bonds	Election of 2016 Series B Bonds	2020 Refunding Bonds	Total Annual Debt Service
2021	$218,537.50	$125,956.26	$629,450.00	$546,137.50	$1,302,262.50	$85,730.00	$2,908,073.76
2022	217,956.25	123,456.26	634,175.00	546,137.50	924,262.50	75,418.75	2,521,406.26
2023	--	120,706.26	638,250.00	556,137.50	560,262.50	289,297.50	2,164,653.76
2024	--	117,831.26	641,593.75	580,637.50	630,262.50	287,152.50	2,257,477.51
2025	--	119,831.26	639,450.00	603,887.50	652,462.50	289,657.50	2,305,288.76
2026	--	116,418.76	641,737.50	625,887.50	678,662.50	286,875.00	2,349,581.26
2027	--	117,875.00	643,375.00	651,637.50	708,662.50	288,595.00	2,410,145.00
2028	--	119,025.00	644,362.50	675,887.50	737,262.50	284,680.00	2,461,217.50
2029	--	--	639,781.25	703,637.50	764,462.50	285,318.75	2,393,200.00
2030	--	--	307,312.50	734,637.50	795,262.50	285,600.00	2,122,812.50
2031	--	--	--	763,637.50	824,462.50	176,575.00	1,764,675.00
2032	--	--	--	790,637.50	862,062.50	--	1,652,700.00
2033	--	--	--	825,637.50	892,662.50	--	1,718,300.00
2034	--	--	--	858,137.50	931,462.50	--	1,789,600.00
2035	--	--	--	893,137.50	968,062.50	--	1,861,200.00
2036	--	--	--	928,350.00	1,007,462.50	--	1,935,812.50
2037	--	--	--	963,100.00	1,049,462.50	--	2,012,562.50
2038	--	--	--	999,850.00	1,088,862.50	--	2,088,712.50
2039	--	--	--	1,044,650.00	1,129,762.50	--	2,174,412.50
2040	--	--	--	1,081,650.00	1,178,612.50	--	2,260,262.50
2041	--	--	--	1,126,050.00	1,226,081.26	--	2,352,131.26
2042	--	--	--	1,171,650.00	1,276,056.26	--	2,447,706.26
2043	--	--	--	1,219,625.00	1,324,456.26	--	2,544,081.26
2044	--	--	--	1,269,800.00	1,374,993.76	--	2,644,793.76
2045	--	--	--	1,317,000.00	1,433,750.00	--	2,750,750.00
2046	--	--	--	1,370,400.00	1,494,000.00	--	2,864,400.00
2047	--	--	--	1,424,800.00	1,552,000.00	--	2,976,800.00
2048	--	--	--	--	2,522,750.00	--	2,522,750.00
2049	--	--	--	--	2,626,500.00	--	2,626,500.00
Total	$436,493.75	$961,100.06	$6,059,487.50	$24,272,737.50	$32,517,287.54	$2,634,900.00	$66,882,006.35

Source: Orcutt Union School District.

TAX MATTERS

In the opinion of Bond Counsel, under existing statutes, regulations, rulings and judicial decisions, and assuming the accuracy of certain representations and compliance with certain covenants and requirements described herein, interest on the Notes is excluded from gross income for federal income tax purposes, and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals. In the further opinion of Bond Counsel, interest on the Notes is exempt from State personal income tax.

The excess of the stated redemption price at maturity of a Note over the issue price of a Note (the first price at which a substantial amount of the Notes of a maturity is to be sold to the public) constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Note Owner before receipt of cash attributable to such excludable income. The amount of original issue discount deemed received by the Note Owner will increase the Note Owner's basis in the applicable Note. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the owner of the Note is excluded from gross income of such owner for federal income tax purposes and is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals. In the opinion of Bond Counsel, the amount of original issue discount that accrues to the Note Owner of the Notes is exempt from State personal income tax.

Bond Counsel's opinion as to the exclusion from gross income for federal income tax purposes of interest (and original issue discount) on the Notes is based upon certain representations of fact and certifications made by the District and others and is subject to the condition that the District complies with all requirements of the Internal Revenue Code of 1986, as amended (the "Code"), that must be satisfied subsequent to the issuance of the Notes to assure that interest (and original issue discount) on the Notes will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause the interest (and original issue discount) on the Notes to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Notes. The District has covenanted to comply with all such requirements.

The amount by which a Note Owner's original basis for determining gain or loss on sale or exchange of the applicable Note (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Note premium, which must be amortized under Section 171 of the Code; such amortizable Note premium reduces the Note Owner's basis in the applicable Note (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Note premium may result in a Note Owner realizing a taxable gain when a Note is sold by the Owner for an amount equal to or less (under certain circumstances) than the original cost of the Note to the Owner. Purchasers of the Notes should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable bond premium.

The Internal Revenue Service (the "IRS") has initiated an expanded program for the auditing of tax-exempt bond issues, including both random and targeted audits. It is possible that the Notes will be selected for audit by the IRS. It is also possible that the market value of the Notes might be affected as a result of such an audit of the Notes (or by an audit of similar notes). No assurance can be given that in the course of an audit, as a result of an audit, or otherwise, Congress or the IRS might not change the Code (or interpretation thereof) subsequent to the issuance of the Notes to the extent that it adversely affects the exclusion from gross income of interest (and original issue discount) on the Notes or their market value.

SUBSEQUENT TO THE ISSUANCE OF THE NOTES THERE MIGHT BE FEDERAL, STATE, OR LOCAL STATUTORY CHANGES (OR JUDICIAL OR REGULATORY CHANGES TO OR INTERPRETATIONS OF FEDERAL, STATE, OR LOCAL LAW) THAT AFFECT THE FEDERAL,

STATE, OR LOCAL TAX TREATMENT OF THE NOTES INCLUDING THE IMPOSITION OF ADDITIONAL FEDERAL INCOME OR STATE TAXES BEING IMPOSED ON OWNERS OF TAX-EXEMPT STATE OR LOCAL OBLIGATIONS, SUCH AS THE NOTES. THESE CHANGES COULD ADVERSELY AFFECT THE MARKET VALUE OR LIQUIDITY OF THE NOTES. NO ASSURANCE CAN BE GIVEN THAT SUBSEQUENT TO THE ISSUANCE OF THE NOTES STATUTORY CHANGES WILL NOT BE INTRODUCED OR ENACTED OR JUDICIAL OR REGULATORY INTERPRETATIONS WILL NOT OCCUR HAVING THE EFFECTS DESCRIBED ABOVE. BEFORE PURCHASING ANY OF THE NOTES, ALL POTENTIAL PURCHASERS SHOULD CONSULT THEIR TAX ADVISORS REGARDING POSSIBLE STATUTORY CHANGES OR JUDICIAL OR REGULATORY CHANGES OR INTERPRETATIONS, AND THEIR COLLATERAL TAX CONSEQUENCES RELATING TO THE NOTES.

Bond Counsel's opinions may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. Bond Counsel has not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Notes permit certain actions to be taken or to be omitted if a favorable opinion of a bond counsel is provided with respect thereto. Bond Counsel expresses no opinion as to the effect on the exclusion from gross income for federal income tax purposes of interest (or original issue discount) on any Note if any such action is taken or omitted based upon the advice of counsel other than Bond Counsel.

Although Bond Counsel will render an opinion that interest (and original issue discount) on the Notes is excluded from gross income for federal income tax purposes provided that the District continues to comply with certain requirements of the Code, the ownership of the Notes and the accrual or receipt of interest (and original issue discount) on the Notes may otherwise affect the tax liability of certain persons. Bond Counsel expresses no opinion regarding any such tax consequences. Accordingly, before purchasing any of the Notes, all potential purchasers should consult their tax advisors with respect to collateral tax consequences relating to the Notes.

A copy of the proposed form of opinion of Bond Counsel for the Notes is attached hereto as APPENDIX A.

LEGAL MATTERS

Legality for Investment in California

Under provisions of the State Financial Code, the Notes are legal investments for commercial banks in the State to the extent that the Notes, in the informed opinion of the bank, are prudent for the investment of funds of depositors, and, under provisions of the Government Code, are eligible for security for deposits of public moneys in the State.

Continuing Disclosure

Current Undertaking. In connection with the issuance of the Notes, the District has covenanted for the benefit of Owners and Beneficial Owners of the Notes to provide certain financial information and operating data relating to the District (the "Annual Reports") by not later than nine months following the end of the District's fiscal year (which currently ends June 30), commencing with the report for the 2020-21 Fiscal Year, and to provide notices of the occurrence of certain listed events. The Annual Reports and notices of listed events will be filed by the District in accordance with the requirements of the Rule. The specific nature of the information to be contained in the Annual Reports or the notices of listed events is included in "APPENDIX C – FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE NOTES" attached hereto. These covenants have been made in order to assist the Underwriter in complying with the Rule.

Prior Undertakings. [Within the past five years, the District has not failed to file in a timely manner annual reports and notice of listed events required by its prior continuing disclosure undertakings.]

Absence of Material Litigation

At the time of delivery of and payment for the Notes, the District will certify that there is no action, suit, litigation, inquiry or investigation before or by any court, governmental agency, public board or body served, or to the best knowledge of the District threatened, against the District in any material respect affecting the existence of the District or the titles of the District's officers to their respective offices or seeking to prohibit, restrain or enjoin the sale, execution or delivery of the Notes.

Information Reporting Requirements

On May 17, 2006, the President signed the Tax Increase Prevention and Reconciliation Act of 2005 ("TIPRA"). Under Section 6049 of the Internal Revenue Code of 1986, as amended by TIPRA, interest paid on tax-exempt obligations is subject to information reporting in a manner similar to interest paid on taxable obligations. The effective date of this provision is for interest paid after December 31, 2005, regardless of when the tax-exempt obligations were issued. The purpose of this change was to assist in relevant information gathering for the IRS relating to other applicable tax provisions. TIPRA provides that backup withholding may apply to such interest payments made after March 31, 2007 to any bondholder who fails to file an accurate Form W-9 or who meets certain other criteria. The information reporting and backup withholding requirements of TIPRA do not affect the excludability of such interest from gross income for federal income tax purposes.

Legal Opinion

The legal opinion of Bond Counsel, approving the validity of the Notes, will be supplied to the original purchasers thereof without cost. A copy of the proposed form of such legal opinion for the Notes is attached to this Official Statement as APPENDIX A.

MISCELLANEOUS

Rating

The Notes have been assigned a rating of "_____" by S&P Global Ratings, a business unit of Standard & Poor's Financial Services LLC. Such rating reflects only the views of such organization and any desired explanation of the significance of such rating should be obtained from the rating agency furnishing the same, at the following address: Standard & Poor's, 55 Water Street, New York, New York 10041. Generally, rating agencies base their ratings on information and materials furnished to them (which may include information and material from the District which is not included in this Official Statement) and on investigations, studies and assumptions by the rating agencies. There is no assurance such rating will continue for any given period of time or that such rating will not be revised downward or withdrawn entirely by the rating agency, if in the judgment of such rating agency, circumstances so warrant. Any such downward revision or withdrawal of such rating may have an adverse effect on the market price for the Notes.

The District has covenanted in a Continuing Disclosure Certificate to file on The Electronic Municipal Market Access ("EMMA") website operated by the Municipal Securities Rulemaking Board notices of any rating changes on the Notes. See "LEGAL MATTERS – Continuing Disclosure" herein and "APPENDIX C - FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE NOTES" attached hereto. Notwithstanding such covenant, information relating to rating changes on the Notes may be publicly available from the rating agency prior to such information being provided to the District and prior to the date the District is obligated to file a notice of rating change on EMMA. Purchasers of the Notes are directed to the rating agency and its website and official media outlets for the most current rating changes with respect to the Notes after the initial issuance of the Notes.

Financial Statements

The District's audited financial statements with supplemental information for the year ended June 30, 2020, the independent auditor's report of the District, and the related statements of activities and of cash flows for the year then ended, and the report of Eide Bailly LLP (the "Auditor") dated December 11, 2020 are attached to this Official Statement as APPENDIX B. In connection with the inclusion of the financial statements and the report of the Auditor thereon in APPENDIX B to this Official Statement, the District did not request the Auditor to, and the Auditor has not undertaken to, update its report or to take any action intended or likely to elicit information concerning the accuracy, completeness or fairness of the statements made in this Official Statement, and no opinion is expressed by the Auditor with respect to any event subsequent to the date of its report.

Underwriting

Pursuant to the terms of a Notice Inviting Proposals for Purchase of Notes (the "Notice Inviting Proposals"), _____ (the "Underwriter") will purchase all of the Notes for a purchase price of $_____, which is equal to the initial principal amount of the Notes of $_____, plus [net] original issue premium of $_____, less $_____ of underwriting discount.

The Notice Inviting Proposals provides that the Underwriter will purchase all of the Notes, if any are purchased. The initial offering prices stated on the cover of this Official Statement may be changed from time to time by the Underwriter. The Underwriter may offer and sell Notes to certain dealers and others at prices lower than such initial offering prices.

Additional Information

The purpose of this Official Statement is to supply information to prospective buyers of the Notes. Quotations from and summaries and explanations of the Notes, the Resolution providing for issuance of the Notes, and the constitutional provisions, statutes and other documents referenced herein, do not purport to be complete, and reference is made to said documents, constitutional provisions and statutes for full and complete statements of their provisions.

Some of the data contained herein has been taken or constructed from District records. Appropriate District officials, acting in their official capacities, have reviewed this Official Statement and have determined that, as of the date hereof, the information contained herein is, to the best of their knowledge and belief, true and correct in all material respects and does not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements made herein, in light of the circumstances under which they were made, not misleading. This Official Statement has been approved by the District.

Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended only as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the purchasers or Owners, beneficial or otherwise, of any of the Notes.

ORCUTT UNION SCHOOL DISTRICT

By: _____

Dr. Nicholas Taylor
Assistant Superintendent of Business Services

APPENDIX A

FORM OF OPINION OF BOND COUNSEL FOR THE NOTES

Upon the issuance and delivery of the Notes, Stradling Yocca Carlson & Rauth, a Professional Corporation, Bond Counsel, proposes to render its final approving opinion with respect to the Notes in substantially the following form:

_____, 2021

Board of Trustees
Orcutt Union School District

Members of the Board of Trustees:

We have examined a certified copy of the record of the proceedings relative to the issuance and sale of $_____ Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes (the "Notes"). As to questions of fact material to our opinion, we have relied upon the certified proceedings and other certifications of public officials furnished to us without undertaking to verify the same by independent investigation.

Based on our examination as bond counsel of existing law, certified copies of such legal proceedings and such other proofs as we deem necessary to render this opinion, we are of the opinion, as of the date hereof and under existing law, that:

1. Such proceedings and proofs show lawful authority for the issuance and sale of the Notes pursuant to Article 3 of Chapter 1 of Part 10 of Division 1 of Title 1 of the Education Code of the State of California (comprising Section 15150), and pursuant to a resolution adopted by the Board of Trustees of the Orcutt Union School District (the "District") on February 10, 2021 (the "Resolution").

2. The Notes constitute valid and binding obligations of the District, payable from proceeds of the sale of certain general obligation bonds authorized at a duly called election held in the District on November 8, 2016 and thereafter canvassed pursuant to law, from bond anticipation notes in renewal of the Notes, or from other funds of the District lawfully available for the purpose of repaying the Notes, including state grants. Interest on the Notes shall also be payable from the *ad valorem* property tax lawfully levied to pay interest on the Notes.

3. Under existing statutes, regulations, rulings and judicial decisions, interest on the Notes is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of calculating the federal alternative minimum tax imposed on individuals.

4. Interest on the Notes is exempt from State of California personal income tax.

5. The difference between the issue price of a Note (the first price at which a substantial amount of the Notes of a maturity is to be sold to the public) and the stated redemption price at maturity with respect to such Notes constitutes original issue discount. Original issue discount accrues under a constant yield method, and original issue discount will accrue to a Noteowner before receipt of cash attributable to such excludable income. The amount of original

issue discount deemed received by a Noteowner will increase the Noteowner's basis in the applicable Note. Original issue discount that accrues to the Noteowner is excluded from the gross income of such owner for federal income tax purposes, is not an item of tax preference for purposes of the federal alternative minimum tax imposed on individuals, and is exempt from State of California personal income tax.

4. The amount by which a Noteowner's original basis for determining loss on sale or exchange of the applicable Note (generally, the purchase price) exceeds the amount payable on maturity (or on an earlier call date) constitutes amortizable Note premium, which must be amortized under Section 171 of the Internal Revenue Code of 1986, as amended (the "Code"); such amortizable Note premium reduces the Noteowner's basis in the applicable Note (and the amount of tax-exempt interest received), and is not deductible for federal income tax purposes. The basis reduction as a result of the amortization of Note premium may result in a Noteowner realizing a taxable gain when a Note is sold by the Noteowner for an amount equal to or less (under certain circumstances) than the original cost of the Note to the Noteowner. Purchasers of the Notes should consult their own tax advisors as to the treatment, computation and collateral consequences of amortizable Note premium.

The opinions expressed herein may be affected by actions taken (or not taken) or events occurring (or not occurring) after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions or events are taken or do occur. The Resolution and the Tax Certificate relating to the Notes permit certain actions to be taken or to be omitted if a favorable opinion of Bond Counsel is provided with respect thereto. No opinion is expressed herein as to the effect on the exclusion from gross income of interest (and original issue discount) for federal income tax purposes with respect to any Note if any such action is taken or omitted based upon the advice of counsel other than ourselves. Other than expressly stated herein, we express no opinion regarding tax consequences with respect to the Notes.

The opinions expressed herein as to the exclusion from gross income of interest (and original issue discount) on the Notes are based upon certain representations of fact and certifications made by the District and others and are subject to the condition that the District complies with all requirements of the Code, that must be satisfied subsequent to the issuance of the Notes to assure that such interest (and original issue discount) will not become includable in gross income for federal income tax purposes. Failure to comply with such requirements of the Code might cause interest (and original issue discount) on the Notes to be included in gross income for federal income tax purposes retroactive to the date of issuance of the Notes. The District has covenanted to comply with all such requirements.

It is possible that subsequent to the issuance of the Notes there might be federal, state, or local statutory changes (or judicial or regulatory interpretations of federal, state, or local law) that affect the federal, state, or local tax treatment of the Notes or the market value of the Notes. No assurance can be given that subsequent to the issuance of the Notes such changes or interpretations will not occur.

The rights of the owners of the Notes and the enforceability thereof may be subject to bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights heretofore or hereafter enacted to the extent constitutionally applicable and their enforcement may also be subject to the exercise of judicial discretion in appropriate cases and by the limitations on legal remedies against public agencies in the State of California.

Respectfully submitted,

Stradling Yocca Carlson & Rauth

APPENDIX B

THE DISTRICT'S 2019-20 AUDITED FINANCIAL STATEMENTS

APPENDIX C

FORM OF CONTINUING DISCLOSURE CERTIFICATE FOR THE NOTES

The Orcutt Union School District will execute a Continuing Disclosure Certificate in substantially the following form in connection with the issuance of $_____ Orcutt Union School District (Santa Barbara County, California) 2021 General Obligation Bond Anticipation Notes.

This Continuing Disclosure Certificate (the "Disclosure Certificate") is executed and delivered by the Orcutt Union School District (the "District") in connection with the issuance of $_____ of the District's 2021 General Obligation Bond Anticipation Notes (the "Notes"). The Notes are being issued pursuant to a resolution adopted by the District on February 10, 2021 (the "Resolution"). The District covenants and agrees as follows:

SECTION 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the Holders and Beneficial Owners of the Notes and in order to assist the Participating Underwriter in complying with Securities and Exchange Commission Rule 15c2-12(b)(5).

SECTION 2. Definitions. In addition to the definitions set forth in the Resolution, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

"Annual Report" shall mean any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4 of this Disclosure Certificate.

"Beneficial Owner" shall mean any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Notes (including persons holding Notes through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Notes for federal income tax purposes.

"Dissemination Agent" shall mean initially the District, or any successor Dissemination Agent designated in writing by the District (which may be the District) and which has filed with the District a written acceptance of such designation.

"Financial Obligation" shall mean: (a) a debt obligation; (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of (a) or (b). The term "Financial Obligation" does not include municipal securities as to which a final official statement has been provided to the Repository consistent with the Rule.

"Holder" shall mean the registered owner of the Notes.

"Listed Events" shall mean any of the events listed in Section 5(a) and Section 5(b) of this Disclosure Certificate.

"Official Statement" shall mean the Official Statement, dated as of _____ ___, 2021, relating to the offer and sale of the Notes.

"Participating Underwriter" shall mean _____, or any of the original underwriters of the Notes required to comply with the Rule in connection with offering of the Notes.

"Repository" shall mean, the Municipal Securities Rulemaking Board, which can be found at http://emma.msrb.org/, or any other repository of disclosure information that may be designated by the Securities and Exchange Commission as such for purposes of the Rule in the future.

"Rule" shall mean Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

"State" shall mean the State of California.

SECTION 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than nine months after the end of the District's fiscal year (presently ending June 30), commencing with the report for the 2020-21 Fiscal Year, provide to the Repository an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Certificate. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information as provided in Section 4 of this Disclosure Certificate; *provided* that the audited financial statements of the District may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. If the District's fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(b).

(b) Not later than thirty (30) days (nor more than sixty (60) days) prior to said date the Dissemination Agent shall give notice to the District that the Annual Report shall be required to be filed in accordance with the terms of this Disclosure Certificate. Not later than fifteen (15) Business Days prior to said date, the District shall provide the Annual Report in a format suitable for reporting to the Repository to the Dissemination Agent (if other than the District). If the District is unable to provide to the Repository an Annual Report by the date required in subsection (a), the District shall send a notice in a timely manner to the Repository in substantially the form attached as Exhibit A with a copy to the Dissemination Agent. The Dissemination Agent shall not be required to file a Notice to Repository of Failure to File an Annual Report.

(c) The Dissemination Agent shall file a report with the District stating it has filed the Annual Report in accordance with its obligations hereunder, stating the date it was provided to the Repository.

SECTION 4. Content and Form of Annual Reports. (a) The District's Annual Report shall contain or include by reference the following:

1. The audited financial statements of the District for the prior fiscal year, prepared in accordance with generally accepted accounting principles as promulgated to apply to governmental entities from time to time by the Governmental Accounting Standards Board. If the District's audited financial statements are not available by the time the Annual Report is required to be filed pursuant to Section 3(a), the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

2. Material financial information and operating data with respect to the District of the type included in the Official Statement in the following categories (to the extent not included in the District's audited financial statements):

(a) State funding received by the District for the last completed fiscal year;

(b) average daily attendance of the District for the last completed fiscal year;

(c) outstanding District indebtedness;

(d) summary financial information on revenues, expenditures and fund balances for the District's general fund reflecting adopted budget for the current fiscal year;

(e) assessed valuation of taxable property within the District for the current fiscal year; and

(f) secured tax levy collections and delinquencies within the District for the last completed fiscal year, except to the extent the Teeter Plan, as adopted by Santa Barbara County, applies to both the 1% general purpose *ad valorem* property tax levy and to the tax levy for general obligation bonds of the District.

Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which have been submitted to the Repository or the Securities and Exchange Commission. If the document included by reference is a final official statement, it must be available from the Municipal Securities Rulemaking Board. The District shall clearly identify each such other document so included by reference.

(b) The Annual Report shall be filed in an electronic format, and accompanied by identifying information, prescribed by the Municipal Securities Rulemaking Board.

SECTION 5. Reporting of Significant Events.

(a) Pursuant to the provisions of this Section 5(a), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Notes in a timely manner not in excess of 10 business days after the occurrence of the event:

1. principal and interest payment delinquencies.

2. tender offers.

3. defeasances.

4. rating changes.

5. adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, or Notices of Proposed Issue (IRS Form 5701-TEB).

6. unscheduled draws on the debt service reserves reflecting financial difficulties.

7. unscheduled draws on credit enhancement reflecting financial difficulties.

8. substitution of the credit or liquidity providers or their failure to perform.

9. default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation, any of which reflect financial difficulties.

10. bankruptcy, insolvency, receivership or similar event (within the meaning of the Rule) of the District. For the purposes of the event identified in this Section 5(a)(10), the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the District in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governmental body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

(b) Pursuant to the provisions of this Section 5(b), the District shall give, or cause to be given, notice of the occurrence of any of the following events with respect to the Notes, if material:

1. non-payment related defaults.

2. modifications to rights of Noteholders.

3. optional, contingent or unscheduled Note calls.

4. unless described under Section 5(a)(5) above, material notices or determinations with respect to the tax status of the Notes, or other material events affecting the tax status of the Notes.

5. release, substitution or sale of property securing repayment of the Notes.

6. the consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms.

7. appointment of a successor or additional trustee or paying agent with respect to the Notes or the change of name of such a trustee or paying agent.

8. incurrence of a Financial Obligation of the District or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the District, any of which affect Noteowners.

(c) Whenever the District obtains knowledge of the occurrence of a Listed Event under Section 5(b) hereof, the District shall as soon as possible determine if such event would be material under applicable federal securities laws.

(d) If the District determines that knowledge of the occurrence of a Listed Event under Section 5(b) hereof would be material under applicable federal securities laws, the District shall (i) file a notice of such occurrence with the Repository in a timely manner not in excess of 10 business days after the occurrence of the event or (ii) provide notice of such reportable event to the Dissemination Agent in format suitable for filing with the Repository in a timely manner not in excess of 10 business days after the

occurrence of the event. The Dissemination Agent shall have no duty to independently prepare or file any report of Listed Events. The Dissemination Agent may conclusively rely on the District's determination of materiality pursuant to Section 5(c).

SECTION 6. Termination of Reporting Obligation. The District's obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Notes. If such termination occurs prior to the final maturity of the Notes, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(a) or Section 5(b), as applicable.

SECTION 7. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent (or substitute Dissemination Agent) to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any such Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent may resign upon fifteen (15) days written notice to the District. Upon such resignation, the District shall act as its own Dissemination Agent until it appoints a successor. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by the District pursuant to this Disclosure Certificate and shall not be responsible to verify the accuracy, completeness or materiality of any continuing disclosure information provided by the District. The District shall compensate the Dissemination Agent for its fees and expenses hereunder as agreed by the parties. Any entity succeeding to all or substantially all of the Dissemination Agent's corporate trust business shall be the successor Dissemination Agent without the execution or filing of any paper or further act.

SECTION 8. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

(a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, 5(a) or 5(b), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to the Notes, or the type of business conducted;

(b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the original issuance of the Notes, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances;

(c) The amendment or waiver does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the Holders or Beneficial Owners of the Notes; and

(d) No duties of the Dissemination Agent hereunder shall be amended without its written consent thereto.

In the event of any amendment or waiver of a provision of this Disclosure Certificate, the District shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by the District. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, (i) notice of such change shall be given in the same manner as for a Listed Event under Section 5(b), and (ii) the Annual Report for the year in which the change is made should present a comparison (in narrative form and also, if feasible, in quantitative form) between the financial statements

as prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles.

SECTION 9. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

SECTION 10. Default. In the event of a failure of the District to comply with any provision of this Disclosure Certificate any Holder or Beneficial Owner of the Notes may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an event of default under the Resolution, and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

SECTION 11. Duties, Immunities and Liabilities of Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Certificate. The Dissemination Agent acts hereunder solely for the benefit of the District; this Disclosure Certificate shall confer no duties on the Dissemination Agent to the Participating Underwriter, the Holders and the Beneficial Owners. The District agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which it may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorney's fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's gross negligence or willful misconduct. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Notes. The Dissemination Agent shall have no liability for the failure to report any event or any financial information as to which the District has not provided an information report in format suitable for filing with the Repository. The Dissemination Agent shall not be required to monitor or enforce the District's duty to comply with its continuing disclosure requirements hereunder.

SECTION 12. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and Holders and Beneficial Owners from time to time of the Notes, and shall create no rights in any other person or entity.

Dated: _____, 2021

ORCUTT UNION SCHOOL DISTRICT

By: _____
Assistant Superintendent of Business Services

EXHIBIT A

NOTICE TO REPOSITORY OF FAILURE TO FILE ANNUAL REPORT

Name of District: ORCUTT UNION SCHOOL DISTRICT

Name of Bond Issue: 2021 General Obligation Bond Anticipation Notes

Date of Issuance: _____, 2021

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Notes as required by the Continuing Disclosure Certificate relating to the Notes. The District anticipates that the Annual Report will be filed by _____.

Dated:_____

ORCUTT UNION SCHOOL DISTRICT

By ____[form only; no signature required]_____

APPENDIX D

GENERAL ECONOMIC AND DEMOGRAPHIC INFORMATION FOR THE CITY OF SANTA MARIA AND SANTA BARBARA COUNTY, CALIFORNIA

The following information regarding the City of Santa Maria (the "City") and Santa Barbara County (the "County") is included only for the purpose of supplying general information regarding the local community and economy. The Notes are not a debt of the City or of the County. This material has been prepared by or excerpted from the sources noted herein and has not been reviewed for accuracy by the District, Bond Counsel, the Underwriter or the municipal advisor.

General

The City of Santa Maria. The City was incorporated in 1905 and it is a charter city with a Council–Manager form of government. The City Council consists of a Mayor and four members who are elected at large to staggered four-year terms. Located on the Central Coast of the State of California (the "State"), the City is adjacent to the City of Lompoc and encompasses approximately 23 square miles. Its key economic revenues are in the form of auto sales, agriculture and tourism. It was named an All-America City in 1998, one of 10 cities from across the nation to receive the designation that year. It is a designation that exists into perpetuity and recognizes exemplary grassroots community problem solving that achieves results.

Santa Barbara County. One of the original 27 counties in the State, the County was incorporated in 1850. Policymaking and legislative authority is vested in the elected supervisors from each of five districts who make up the County Board of Supervisors. Each supervisor serves a four-year staggered term. Located approximately 300 miles south of San Francisco and 100 miles north of Los Angeles, the County's largest employment categories include services, wholesale and retail trade, public administration and manufacturing. Spanning over 2,700 square miles, the County is also a picturesque tourist and recreational area.

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Population

The following table shows historical population figures for the City, the County and the State for the past 10 years.

POPULATION ESTIMATES
2011 through 2020
City of Santa Maria, Santa Barbara County and the State of California

Year[(1)]	City of Santa Maria	Santa Barbara County	State of California
2011	99,543	424,415	37,561,624
2012	100,503	428,337	37,924,661
2013	100,213	433,078	38,269,864
2014	102,159	437,875	38,556,731
2015	103,090	441,963	38,870,150
2016	104,574	445,592	39,131,307
2017	105,901	447,584	39,398,702
2018	106,423	449,663	39,586,646
2019	106,969	450,839	39,695,376
2020	107,407	451,840	39,782,870

(1) As of January 1.
Source: 2011-20 (2010 Demographic Research Unit Benchmark): California Department of Finance for May 1.

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Income

The following table summarizes per capita personal income for the County, the State of California and the United States for the past 10 years of data that is currently available.

PER CAPITA PERSONAL INCOME
2010 through 2019
Santa Barbara County, the State of California, and the United States

Year	Santa Barbara County	State of California	United States
2010	$45,621	$43,636	$40,547
2011	48,891	46,175	42,739
2012	51,222	48,813	44,605
2013	50,714	49,303	44,860
2014	53,772	52,363	47,071
2015	57,042	55,833	49,019
2016	57,595	58,048	50,015
2017	59,894	60,549	52,118
2018	63,314	63,720	54,606
2019	66,076	66,619	56,490

Note: Per capital personal income is the total personal income divided by the total mid-year population estimates of the U.S. Bureau of the Census. Last updated: November 17, 2020 – new statistics for 2019; revised statistics for 2010 – 2018. Estimates for 2010 through 2019 reflect county population estimates available as of March 2020. All dollar estimates are in current dollars (not adjusted for inflation).
Source: U.S. Department of Commerce, Bureau of Economic Analysis.

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Principal Employers

The following tables show the principal employers located in the City and the County.

PRINCIPAL EMPLOYERS
as of June 30, 2019
City of Santa Maria

Employer	Industry	Number of Employees
Vandenberg Air Force Base	National Security	6,700*
Santa Maria-Bonita School District	Educational Services	2,100
Marian Medical Center	Health Services	1,920
Allan Hancock College	Educational Services	1,480
C&D Zodiac Aerospace, Inc.	Manufacturing: Aircraft Auxiliary Equipment	915
Santa Maria Joint Union High School District	Educational Services	805
Windset Farms	Agricultural Production Crops	750
City of Santa Maria	Public Administration	586
Wal-Mart (3 locations)	Retail Trade: General Merchandise	440
Agro-Jal Farms	Agricultural Production Crops	420

* Although outside the city limits, Northern Santa Barbara County Economic Outlook considered Vandenberg Air Force Base as a principal employer; whereas the more current survey conducted by the California Economic Forecast excluded employers outside the city limits.

Source: City of Santa Maria Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2019.

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PRINCIPAL EMPLOYERS
as of June 30, 2020
Santa Barbara County

Employer	Industry	Number of Employees
University of California, Santa Barbara	Educational Services	4,300
County of Santa Barbara	Public Administration	4,255
Cottage Health Organization	Health Services	3,245
Vandenberg Air Force Base	National Security	2,500
Marian Regional Medical Center	Health Services	2,170
Chumash Casino Resort	Services: Casino Hotels	2,000
Santa Barbara Unified School District	Educational Services	1,400
Sansum Clinic	Health Services	1,200
City of Santa Barbara	Public Administration	1,200
Santa Barbara City College	Educational Services	1,193

Source: County of Santa Barbara Comprehensive Annual Financial Report for the Fiscal Year Ended June 30, 2020.

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Employment

The following table summarizes the labor force, employment and unemployment figures for the years 2015 through 2019 for the City, the County, the State, and the United States.

CIVILIAN LABOR FORCE, EMPLOYMENT AND UNEMPLOYMENT
2015 through 2019[1]
City of Santa Maria, Santa Barbara County, the State of California, and the United States

Year and Area	Labor Force	Employment[2]	Unemployment	Unemployment Rate (%)[3]
2015				
City of Santa Maria	48,000	45,000	3,100	6.4
Santa Barbara County	217,100	205,600	11,500	5.3
State of California	18,851,100	17,681,800	1,169,200	6.2
United States	157,130,000	148,834,000	8,296,000	5.3
2016				
City of Santa Maria	48,700	45,000	3,700	7.5
Santa Barbara County	215,200	204,300	10,900	5.1
State of California	19,044,500	18,002,800	1,041,700	5.5
United States	159,187,000	151,436,000	7,751,000	4.9
2017				
City of Santa Maria	48,900	45,400	3,500	7.1
Santa Barbara County	215,200	205,500	9,700	4.5
State of California	19,205,300	18,285,500	919,800	4.8
United States	160,320,000	153,337,000	6,982,000	4.4
2018				
City of Santa Maria	49,200	46,000	3,200	6.4
Santa Barbara County	215,500	206,900	8,600	4.0
State of California	19,281,100	18,460,400	820,700	4.3
United States	162,075,000	155,761,000	6,314,000	3.9
2019				
City of Santa Maria	49,700	46,700	3,000	6.0
Santa Barbara County	217,900	209,800	8,000	3.7
State of California	19,408,300	18,623,900	784,400	4.0
United States	163,539,000	157,538,000	6,001,000	3.7

Note: Data is not seasonally adjusted.
(1) Annual averages, unless otherwise specified.
(2) Includes persons involved in labor-management trade disputes.
(3) The unemployment rate is computed from unrounded data; therefore, it may differ from rates computed from rounded figures in this table.
Source: U.S. Department of Labor – Bureau of Labor Statistics, California Employment Development Department. March 2019 Benchmark.

Industry

The County is included in the Santa Maria-Santa Barbara Metropolitan Statistical Area (the "MSA"). The distribution of employment in the MSA is presented in the following table for the last 5 years. These figures may be multi county-wide statistics and may not necessarily accurately reflect employment trends in the County.

INDUSTRY EMPLOYMENT & LABOR FORCE ANNUAL AVERAGES
2015 through 2019
Santa Barbara County (Santa Maria-Santa Barbara MSA)

Category	2015	2016	2017	2018	2019
Total Farm	21,000	20,900	21,700	22,900	24,000
Total Nonfarm	179,400	180,300	182,000	184,100	187,700
Total Private	140,800	142,300	143,300	145,100	148,200
Goods Producing	21,900	22,500	22,300	22,700	22,900
Mining and Logging	1,100	900	900	1,000	1,100
Construction	7,800	8,200	8,300	8,800	8,900
Manufacturing	13,000	13,400	13,100	12,900	12,900
Durable Goods	9,200	9,400	9,300	9,000	9,300
Service Providing	157,500	157,800	159,700	161,400	164,800
Private Service Providing	118,900	119,800	121,000	122,400	125,300
Trade, Transportation and Utilities	27,400	27,100	27,100	27,200	27,200
Wholesale Trade	4,700	4,700	5,000	5,100	5,100
Retail Trade	19,500	19,200	18,900	18,700	18,600
Transportation, Warehousing and Utilities	3,300	3,200	3,200	3,400	3,500
Information	4,400	4,400	4,200	4,000	4,000
Financial Activities	6,400	6,500	6,600	6,700	7,200
Professional and Business Services	22,500	21,900	22,000	22,700	23,600
Educational and Health Services	25,700	26,600	27,300	27,400	28,300
Leisure and Hospitality	26,600	27,200	27,800	28,200	28,500
Other Services	5,900	6,000	6,100	6,200	6,500
Government	38,700	38,100	38,700	39,000	39,500
Total, All Industries	200,400	201,200	203,700	207,000	211,700

Note: The "Total, All Industries" data is not directly comparable to the employment data found herein.
Source: State of California, Employment Development Department, Labor Market Information Division, Santa Maria-Santa Barbara MSA Industry Employment & Labor Force by Annual Average. March 2019 Benchmark.

Commercial Activity

Summaries of annual taxable sales for the City and the County for the last 5 years are shown in the following tables.

ANNUAL TAXABLE SALES
2015 through 2019
City of Santa Maria
(Dollars in Thousands)

Year	Retail Permits	Retail and Food Services: Taxable Transactions	Total Permits	Total Outlets: Taxable Transactions
2015	1,275	$1,355,891	2,221	$1,773,545
2016	1,375	1,390,004	2,337	1,807,114
2017	1,414	1,445,182	2,373	1,893,333
2018	1,426	1,536,539	2,516	1,971,452
2019	1,421	1,541,784	2,537	2,018,898

Note: Beginning in 2015, the outlet counts in these reports show the number of outlets that were active during the reporting period. Retailers that operate part-time are now tabulated with store retailers. Industry-level data for 2015 on are not comparable to that of prior years.
Source: "Taxable Sales in California (Sales & Use Tax)," California Department of Tax and Fee Administration.

ANNUAL TAXABLE SALES
2015 through 2019
Santa Barbara County
(Dollars in Thousands)

	Retail Permits	Retail and Food Services: Taxable Transactions	Total Permits	Total Outlets: Taxable Transactions
2015	8,087	$4,858,204	13,994	$6,821,696
2016	8,326	4,910,040	14,309	6,914,318
2017	8,632	5,022,937	14,801	7,058,111
2018	8,609	5,268,478	15,394	7,310,271
2019	8,674	5,399,311	15,741	7,616,131

Note: Beginning in 2015, the outlet counts in these reports show the number of outlets that were active during the reporting period. Retailers that operate part-time are now tabulated with store retailers. Industry-level data for 2015 on are not comparable to that of prior years.
Source: "Taxable Sales in California (Sales & Use Tax)," California Department of Tax and Fee Administration.

Construction Activity

The annual building permit valuations and number of permits for new dwelling units issued for the past 5 years for the City and the County are shown in the following tables.

BUILDING PERMITS AND VALUATIONS
2015 through 2019
City of Santa Maria
(Dollars in Thousands)

	2015	2016	2017	2018	2019
Valuation					
Residential	$79,949	$61,358	$91,426	$50,630	$51,595
Non-Residential	21,358	40,318	69,625	42,704	39,944
Total	$101,307	$101,676	$161,051	$93,334	$91,539
Units					
Single Family	154	193	324	124	26
Multiple Family	278	36	196	88	295
Total	432	229	520	212	321

Note: Totals may not add to sum due to rounding.
Source: Construction Industry Research Board.

BUILDING PERMITS AND VALUATIONS
2015 through 2019
Santa Barbara County
(Dollars in Thousands)

	2015	2016	2017	2018	2019
Valuation					
Residential	$350,587	$343,379	$441,039	$364,512	$425,221
Non-Residential	228,961	260,239	258,437	267,759	300,396
Total	$579,548	$603,618	$699,476	$632,271	$725,617
Units					
Single Family	377	367	704	512	439
Multiple Family	694	550	609	539	460
Total	1,071	917	1,313	1,051	899

Note: Totals may not add to sum due to rounding.
Source: Construction Industry Research Board.

APPENDIX E

SANTA BARBARA COUNTY INVESTMENT POOL

The following information concerning the Santa Barbara County Investment Pool (the "Investment Pool") has been provided by the Treasurer-Tax Collector-Public Administrator (the "Treasurer") of Santa Barbara County (the "County"), and has not been confirmed or verified by the District, the Municipal Advisor or the Underwriter. The District, the Municipal Advisor and the Underwriter have not made an independent investigation of the investments in the Investment Pool and have made no assessment of the current County investment policy. The value of the various investments in the Investment Pool will fluctuate on a daily basis as a result of a multitude of factors, including generally prevailing interest rates and other economic conditions. Additionally, the Treasurer, with the consent of the County Board of Supervisors may change the County investment policy at any time. Therefore, there can be no assurance that the values of the various investments in the Investment Pool will not vary significantly from the values described herein. Finally, none of the District, the Municipal Advisor or the Underwriter make any representation as to the accuracy or adequacy of such information or as to the absence of material adverse changes in such information subsequent to the date hereof, or that the information contained or incorporated hereby by reference is correct as of any time subsequent to its date. Additional information regarding the Investment Pool may be obtained from the Treasurer at http://www.countyofsb.org/ttcpapg/treas/index.aspx; however, the information presented on such website is not incorporated herein by any reference.

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BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly , Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: Award Bids for the Orcutt JHS Administration Building Project

BACKGROUND: As required, per BP 3311 Bids, and Public Contract Code 20111, bids were requested for the Orcutt JHS Administration Building Project. The total ***estimated*** cost for this project; including the soft cost is $3,113,707.00, and a proposed budget will be submitted to the Board for approval on a separate action item.

We received ăÌÈ bids, and they are as follows:

Company	Location	Total Bid
Menemsha Solutions	Santa Barbara	$2,615,584
Pre-Con Industries	Santa Maria	$2,496,944
Quincon, Inc.	Grover Beach	$2,664,867
RDZ Contractors	Santa Maria	$2,442,931
Gillman Builders	Irvine	$3,327,000
EJS Construction, Inc.	Carpinteria	$3,488,750

RECOMMENDATION: Staff recommends that the Board of Trustees Award the Orcutt JHS Administration Building Project to RDZ Contractors for $2,442,931, as they were the lowest, responsive, and responsible bidder.

FUNDING: Fund 21 – Building fund for the Measure G Bond

BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Nick Taylor
Assistant Superintendent, Business Services

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: Orcutt Junior High School Administration Building Project Budget for Measure G Bond

BACKGROUND: According to the Local School Construction Bonds Act of 2000 (15264-15288), vigorous efforts are undertaken to ensure that the expenditures of bond measures, are in strict conformity with the law.

The governing board of Orcutt Union School District shall have oversight, and approve all bond projects and expenditures. Below is the ***estimated*** Orcutt Junior High School Administration Building Project Budget:

Orcutt JHS Administration Building	**Total**
General Contractor	$2,442,931
10% Contingency	$244, 293
Total Hard Costs	**$2,687,224**
Architect Fees	$104,671
Construction Manager Fees	$112,000
DSA Plan/Field Review Fee/Testing	$60,929
DSA Inspector	$79,200
Furniture	$25,000
Subtotal Soft Costs	**$381,800**
10% Contingency	$44,683
Total Soft Costs	$426,483
Total Budget	**$3,113,707**

RECOMMENDATION: I recommend that the Board of Trustees approve the estimated budget of $3,084,907 for the Orcutt Junior High School Administration Building, as submitted.

FUNDING: Fund 21 – Building fund for the Measure G Bond

BUSINESS SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Nick Taylor Assistant Superintendent, Business Services
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Approval of Professional Services Agreement with Soils Engineering, Inc. for Orcutt JHS Administration Building Project
BACKGROUND:	DSA requires that a certified testing lab be retained by the District in order to provide geotechnical and materials testing and special inspection services. Soils Engineering Inc. shall provide observation, inspection and testing for items including but not limited to soils, reinforcing steel, concrete, structural steel and miscellaneous materials for the Orcutt JHS Administration Building Project.
RECOMMENDATION:	Staff recommends approval of the Professional Services Agreement with Soils Engineering, Inc. in the amount of $26,895.00, per proposal attached.
FUNDING:	Fund 21 – Building fund for the Measure G Bond

SOILS ENGINEERING, INC.

January 26, 2021 SEI Proposal No. 21-114a

Orcutt Union School District
District Office
500 Dyer Street
Orcutt, CA 93454

Attention: Mr. Nick Taylor

Subject: **PROPOSAL: Materials Testing and Inspection Services**
Project: Orcutt Junior High School Administration Building
Location: 608 Pinal Avenue, Orcutt, CA 93455

Dear Mr. Taylor,

Thank you for contacting Soils Engineering, Inc. (SEI) to provide services for the above listed project. Our services will consist of engineering or inspection services and/or miscellaneous field and laboratory materials testing services based on a Time & Materials (T&M) basis per our agreement. Below is an estimate for the scope of work required per the provided drawings, Specs and DSA 103 form.

Soils and Grading

Special Inspector Mass Grading ([5] 8hr. days @ $105/hr.)	$	4,200.00
Compaction Testing Utilities ([10] 2hr. Site Visits @ $105/hr.)	$	2,100.00
Maximum Densities (ASTM D1557 Method 'A', 'B' or 'C' (3 @ $220/ea.)	$	660.00
Estimated Subtotal:	$	6,960.00

Concrete:

Special Inspector Concrete Sampling and Testing ([2] 8hr. visits @ $105/hr.)	$	1,680.00
Special Inspector Concrete Batch Plant Inspections ([2] 8hr. visits @ $110/hr.)	$	1,760.00
Special Inspector Rebar Sample and Tag ([2] 5hr. visits @ $110/hr.)	$	1,100.00
Reinforcing Tensile and Bend ([5] #3 - #8 Bar @ $200)	$	1,000.00
Concrete compressive strength tests (5 sets @ $100/set)	$	500.00
Estimated Subtotal:	$	6,040.00

Structural Steel

Welding Inspector Shop ([5] 6hr. Shop Visits @ $110/hr.)	$	3,300.00
Welding Inspector Field ([2] 8hr. Site Visits @ $110/hr.)	$	1,760.00
Estimated Subtotal:	$	5,060.00

Masonry:

Placement Inspection & Rebar ([5] 8hr. days @ $110/hr.)	$	4,400.00
Mortar & Grout Test Samples (2 sets @ $100/set)	$	200.00
Masonry Unit Quality Tests (1 set 3 of Comp., Moist., Absorb., & Unit Weight)	$	450.00
Masonry Coring (1 Day @ $200 Equip. & 4hrs @ $110/Hr.)	$	640.00
Masonry Core Compressive Strength and Shear (1 sets @ $50- Comp./$50-Shear)	$	100.00
Estimated Subtotal:	$	5,790.00

Misc. Inspections and Testing

Special Inspector Anchor Torque Testing ([1] 4hr. @ $110/hr.+ $25/day equip.)	$	465.00
Special Inspector Epoxy Tension Testing ([1] 4hr. @ $110/hr.+ $300/day equip.)	$	740.00
Estimated Subtotal:	$	1,205.00

Project Management:

Project Manager (4 hrs. @ $100/hr.)	$	400.00
Engineering Review (8 hrs. @ $180/hr.)	$	1,440.00
Estimated Subtotal:	$	1,840.00

Estimated Not To Exceed Total: $ 26,895.00

The above listed hours and tests are only estimates for the requested project scope. Any additional services not listed above will also be billed on a T&M basis per our attached 2021 Fee Schedule.

We appreciate the opportunity to provide our services. Should you have any questions, or would like additional information regarding our services, or to discuss our proposal in detail, please don't hesitate to contact our office.

Respectfully submitted,
SOILS ENGINEERING, INC.

Jacob Guffey
Field Manager

Attachments: 2021 Fee Schedule

EDUCATIONAL SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Janet Bertoldi, Interim Assistant Superintendent, Educational Services
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 5113.2 – Work Permits
BACKGROUND:	(BP revised) Policy updated to reflect NEW LAW (AB 908, 2020) which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency.
RECOMMENDATION:	Staff recommends the Board of Trustees approve the proposed revisions to BP 5113.2, Chronic Absence and Truancy, for the first reading, and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

WORK PERMITS

The Board of Trustees recognizes that part-time employment can provide students with income, ~~as well as~~ job experience, and valuable life ~~that can help them develop appropriate workplace~~ skills and should be permitted to the extent that such employment does not interfere with a student's education. ~~attitudes~~. ~~Upon obtaining~~ Before accepting any offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee ~~in accordance with law~~, regardless of whether the employment will occur when school is in session and/or not in session, unless otherwise exempted by law.

(cf. 6178 - Career Technical Education)

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 grade point average and satisfactory school attendance, except during periods of extended school closure due to an emergency as described in Education Code 49200 and the accompanying administrative regulation. On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)

(cf. 5112.1 - Exemptions from Attendance)

Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.

Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. A student age 14 or 15 who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

(cf. 6178.1 - Work Experience Education)
(cf. 6184 - Continuation Education)

Legal Reference:
EDUCATION CODE
48230 Exemption from full-time school attendance for students with work permits
48231 Exemption from compulsory attendance for students entering attendance area near end of term
49100-49101 Compulsory attendance

49110-49119 Permits to work
49130-49135 Permits to work full time
49140-49141 Exceptions
49160-49165 Employment of minors; duties of employers
49180-49183 Violations
51760-51769.5 Work experience education
52300-52499.66 Career technical education
LABOR CODE
1285-1312 Employment of minors
1391-1394 Working hours for minors
CODE OF REGULATIONS, TITLE 5
10120-10121 Work permits
16023-16027 District records, retention and destruction
CODE OF REGULATIONS, TITLE 8
11701-11707 Prohibited and dangerous occupations for minors
11750-11763 Work permits and conditions, minor employed in entertainment industry
CODE OF FEDERAL REGULATIONS, TITLE 29
570.1-570.129 Child labor regulations
ATTORNEY GENERAL OPINIONS
18 Ops.Cal.Atty.Gen. 114 (1951)
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Permit to Employ and Work, Form B1-4
Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age, Form B1-1
Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2007
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS
Child Labor Laws, 20~~00~~13
WEB SITES
California Department of Education, Work Experience Education: http://www.cde.ca.gov/ci/ct/we
~~California Department of Education, Office of Regional Occupational Centers and Programs and Workforce Development: http://www.cde.ca.gov/ci/ct/wd~~
California Department of Industrial Relations: http://www.dir.ca.gov

Policy Adopted: ~~10/15/08~~03/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

EDUCATIONAL SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Janet Bertoldi, Interim Assistant Superintendent, Educational Services
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 5126 – Awards of Achievement
BACKGROUND:	Policy updated to add optional language for the presentation of biliteracy awards to students who are English learners upon their reclassification as fluent English proficient. New optional section on "State Seal of Civic Engagement" addresses awards for students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Policy also clarifies that a district committee established by the board to administer a scholarship and loan fund is subject to the open meeting requirements of the Brown Act.
RECOMMENDATION:	Staff recommends the Board of Trustees approve the proposed revisions to BP 5126, Awards of Achievement, for the first reading, and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

AWARDS FOR ACHIEVEMENT

The Board of Trustees encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievements in academic, artistic, extracurricular, athletic, and ~~or~~ community service activities. ~~The purpose of such awards shall be consistent with school goals.~~

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5127 - Graduation Ceremonies and Activities)

District/School Awards

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, or plaque.

The Superintendent or designee shall develop criteria ~~procedures~~ for the ~~appropriate~~ selection ~~of student~~ award recipients.

Golden State Seal Merit Diploma

At graduation from high school, ~~special recognition shall be awarded to those~~ students whose academic achievements in core curriculum areas have been outstanding shall receive special recognition.

The Superintendent or designee shall identify graduating high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

(cf. 6162.51 - State Academic Achievement Tests)

State Seal of Biliteracy ~~Award~~

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. (Education Code 51460-51464)

(cf. 6142.2 - World Language Instruction)
(cf. 6174 - Education for English Language Learners)

In order to affirm the value of bilingualism and encourage students' enrollment in world language programs, the Superintendent or designee may present awards at appropriate grade levels to recognize the pursuit and/or attainment of grade-level proficiency in one or more languages in addition to English. The Superintendent or designee may also present awards to

English learners who are reclassified as fluent English proficient to recognize proficiency in both English and the student's native language.

State Seal of Civic Engagement

The Superintendent or designee shall present the State Seal of Civic Engagement to each student who demonstrates excellence in civics education and participation and has demonstrated an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. (Education Code 51470-51474)

All district students shall be afforded the opportunity to earn the State Seal of Civic Engagement, regardless of their background, communities, or experiences. No student shall be denied such opportunity based on academic ability, alternative school setting, or unique or unconventional expression of civic engagement.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 6157 - Distance Learning)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)

Legal Reference:
EDUCATION CODE
220 Nondiscrimination
35160 Authority of governing boards
35310-35319 Scholarship and loan funds
44015 Awards to employees and students
51243-51245 Credit for private school foreign language instruction
51450-51455 Golden State Seal Merit Diploma
51460-51464 State Seal of Biliteracy
51470-51474 State Seal of Civic Engagement
52164.1 Assessment of English language skills of English learners
GOVERNMENT CODE
54950-54963 Brown Act open meeting laws
CODE OF REGULATIONS, TITLE 5
876 Golden State Seal Merit Diploma
1632 Credit for private school foreign language instruction
11510-11516 California English Language Development Test
11517.6-11519.5 English Language Proficiency Assessments for California
Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
SSCE Implementation Guidance
WEB SITES
CSBA: http://www.csba.org
California Department of Education http://www.cde.ca.gov
Californians Together: http://www.californianstogether.org

~~Policy Adopted: 09/09/2015~~ 03/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

EDUCATIONAL SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Janet Bertoldi, Interim Assistant Superintendent, Educational Services
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 5141.31 – Immunizations
BACKGROUND:	Policy updated to reflect NEW LAWS (SB 276, 2019 and SB 714, 2019) which specify conditions under which a medical exemption is effective. Policy also deletes outdated date regarding immunization requirements for enrollment or advancement to grade 7.
RECOMMENDATION:	Staff recommends the Board of Trustees approve the proposed revisions to BP 5141.31, Immunizations, for the first reading, and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Board of Trustees ~~desires to~~ shall cooperate with state and local health agencies to encourage and facilitate immunization of all district students against preventable diseases.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.26 – Tuberculosis Testing)
(cf. 6142.8 – Comprehensive Health Education)

Each ~~S~~ students enrolling for the first time in a district ~~elementary or secondary~~ school, preschool or child care and development program or~~, after July 1, 2016,~~ enrolling in or advancing to grade 7 shall present an immunization record from any authorized private or public health care provider certifying that the student ~~/she~~ has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5148 - Child Care and Development)
(cf. 5148.3 – Preschool/Early Childhood Education)

~~Each t~~ Transfer students shall be requested to present ~~his/her~~ immunization records upon registration at ~~a~~ district schools if possible.

(cf. 6173 – Education for Homeless Children)
(cf. 6173.1 – Education for Foster Youth)
(cf. 6173.2 – Education of Children of Military Families)

Legal Reference:
EDUCATION CODE
44871 Qualifications of supervisor of health
46010 Total days of attendance
48216 Immunization
48853.5 Immediate enrollment of foster youth
48980 Required notification of rights
49403 Cooperation in control of communicable disease and immunizations
49426 Duties of school nurses
49701 Flexibility in enrollment of children of military families
51745-51749.6 Independent study
HEALTH AND SAFETY CODE
120325-120380 Immunization against communicable disease especially:
120335 Immunization requirement for admission
120372 Statewide medical exemption electronic standardized form
120395 Information about meningococcal disease, including recommendation for vaccination

IMMUNIZATIONS

120440 Disclosure of immunization information
CODE OF REGULATIONS, TITLE 5
430 Student records
CODE OF REGULATIONS, TITLE 17
6000-6075 School attendance immunization requirements
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
UNITED STATES CODE, TITLE 42
11432 Immediate enrollment of homeless children
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
Management Resources:
CALIFORNIA DEPARTMENT OF PUBLIC HEALTH
Exemptions FAQs
Guide to Immunization Requirements for Pre-kindergarten (Child Care)
Guide to Immunization Requirements for K-12th Grade
Parents' Guide to Immunizations Required for Pre-kindergarten (Child Care)
Parents' Guide to Immunizations Required for School Entry
Vaccinations and Medical Exemptions Questions and Answers
California Immunization Handbook for Pre-kindergarten (Child Care) Programs and Schools, 10th Edition, July 2019
~~California Immunization Handbook for Child Care Programs and Schools, August 2015~~
~~Guide to Immunizations Required for Child Care~~
~~Guide to Immunizations Required for School Entry~~
EDUCATION AUDIT APPEALS PANEL PUBLICATIONS
Guide for Annual Audits of Local Education Agencies and State Compliance Reporting~~,~~ ~~July 2015~~
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009
WEB SITES
California Department of Education: http://www.cde.ca.gov
California Department of Public Health, Immunization Branch:
http://www.cdph.ca.gov/programs/cid/dcdc/pages/immunize.aspx
~~http://www.cdph.ca.gov/programs/immunize~~
California Department of Public Health, Shots for Schools: http://shotsforschools.org
California Health & Human Services Agency: http://www.chhs.ca.gov/
Centers for Disease Control and Prevention: http://www.cdc.gov
Education Audit Appeals Panel: http://www.eaap.ca.gov
U.S. Department of Education: http://www.ed.gov

Policy Adopted: ~~02/10/2016~~ 03/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

EDUCATIONAL SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Janet Bertoldi, Interim Assistant Superintendent, Educational Services
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 5148.3 – Preschool/Early Childhood Education
BACKGROUND:	Policy updated to reflect NEW STATE REGULATIONS (Register 2020, No. 21) which establish modifications to the UCP for investigating and resolving complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP.
RECOMMENDATION:	Staff recommends the Board of Trustees approve the proposed revisions to BP 5148.3, Preschool/Early Childhood Education, for the first reading, and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Board of Trustees recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, abilities and attributes necessary for a successful transition into the elementary education program. The Board desires to provide children ages 3-4 years' access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

~~Collaboration with Community Programs~~

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or community-wide plan to increase children's access to high-quality preschool programs.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5148 - Child Care and Development)

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve for the district's preschool program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

(cf. 6171 - Title I Programs)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Preschool classrooms shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

(cf. 1330.1 - Joint Use Agreements)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program, and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

(cf. 6011 - Academic Standards)
(cf. 6170.1 - Transitional Kindergarten)

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by the California Department of Education which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

(cf. 0415 - Equity)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

(cf. 3550 - Food Services/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)

The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The district's Williams uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
8200-8499.10 Child Care and Development Services Act, especially:
8200-8209 General provisions for child care and development services
8230-8233 Migrant child care and development program
8235-8239.1 California State Preschool Program
8240-8244 General child care and development programs
8250-8252 Programs for children with special needs
8263 Eligibility and priorities for subsidized child development services
8263.3 Disenrollment of families due to reduced funding levels
8264.8 Center-based child care programs, staffing ratios
8273.1 Family fees
8360-8370 Personnel qualifications
8400-8409 Contracts
8493-8498 Facilities
8499.3-8499.7 Local child care and development planning councils
44065 Interchange between certificated and classified positions
44256 Credential types
48000 Transitional kindergarten
48985 Notification, primary language other than English
HEALTH AND SAFETY CODE
1596.70-1596.895 California Child Day Care Act
1596.90-1597.21 Day care centers
120325-120380 Immunization requirements
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4690-4694 Health and safety complaints in license-exempt preschool programs
~~4680-4687 Williams uniform complaint procedures~~
18000-18434 Child care and development programs, especially:
18130-18136 California State Preschool Program
18295 Waiver of qualifications for site supervisor
80105-80125 Permits authorizing service in child development programs
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
6311-6322 Title I, relative to preschool
6371-6376 Early Reading First

PRESCHOOL/EARLY CHILDHOOD EDUCATION

6381-6381k Even Start family literacy programs
6391-6399 Education of migratory children
UNITED STATES CODE, TITLE 42
9831-9852c Head Start programs
9858-9858r Child Care and Development Block Grant
~~CODE OF FEDERAL REGULATIONS, TITLE 22~~
~~101151-101239.2 General requirements, licensed child care centers, including:~~
~~101151-101163 Licensing and application procedures~~
~~101212-101231 Continuing requirements~~
~~101237-101239.2 Facilities and equipment~~
CODE OF FEDERAL REGULATIONS, TITLE 45
1301-1310 Head Start
Management Resources:
CSBA PUBLICATIONS
What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016?
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS?
California Preschool Learning Foundations
Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010
Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed. 2009
Prekindergarten Learning Development Guidelines, 2000
First Class: A Guide for Early Primary Education, 1999
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016
Good Start, Grow Smart, April 2002
WEB SITES
CSBA: http://www.csba.org
California Association for the Education of Young Children: http://www.caeyc.org
California Children and Families Commission: http://www.ccfc.ca.gov
California County Superintendents Educational Services Association: http://www.ccsesa.org
California Department of Education: http://www.cde.ca.gov
California Head Start Association: http://caheadstart.org
California Preschool Instructional Network: http://www.cpin.us
Child Development Policy Institute: http://www.cdpi.net
Cities, Counties, and Schools Partnership: http://www.ccspartnership.org
First 5 Association of California: http://www.ccfc.ca.gov
National Institute for Early Education Research: http://nieer.org
U.S. Department of Education: http://www.ed.gov

Policy Adopted: ~~02/13/2019~~03/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

EDUCATIONAL SERVICES MEMORANDUM

TO: Board of Trustees
Holly Edds, Ed.D.

FROM: Janet Bertoldi, Interim Assistant Superintendent, Educational Services

BOARD MEETING DATE: February 10, 2021

BOARD AGENDA ITEM: Board Policy 6146.1 – High School Graduation Requirements

BACKGROUND: Policy updated to change "foreign language" to "world language" to reflect current terminology in law, add material regarding the provision of credits towards community service hours for completion of a course in community emergency response training, and reflect NEW LAW (AB 1350, 2020) which authorizes districts to award a retroactive diploma to students who were in good standing and on track to graduate at the end of the 2019-20 school year but were unable to complete the statewide graduation requirements due to COVID-19.

RECOMMENDATION: Staff recommends the Board of Trustees approve the proposed revisions to BP 6146.1 High School Graduation Requirements, for the first reading, and that it be placed on the next Consent Agenda for the second reading.

FUNDING: There are no funding implications.

HIGH SCHOOL GRADUATION REQUIREMENTS
~~**(Charter High School Grades 9-12)**~~

The Board of Trustees desires to prepare all students to successfully complete the high school course of study and obtain ~~a~~ diploma that represents their educational achievement and increases their ~~so that they can take advantage of~~ opportunities for postsecondary education and employment.

(cf. 5127 – Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 – Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. ~~Four~~ Three courses in English (Education Code 51225.3)

(cf. 6142.91 – Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

At least three mathematics course, ~~or a combination of the two mathematics courses~~ shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)
(cf. 6142.93 – History-Social Science Instruction)

5. One course in visual or performing arts, world ~~foreign~~ language, or career technical education (CTE). For purposes of this requirement, a course in ~~including~~ American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

~~**(Charter High School Grades 9-12)**~~

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 – Physical Education and Activity)

To obtain high school graduation, students must have documented 40 hours of community service, participation in at least one school-developed career technical education class and successfully participate in the senior exit interview. These requirements are over and above the course requirements.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 – Alternative Credits Toward Graduation)
(cf. 6146.2 – Certificate of Proficiency/High School Equivalency).
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student who transfers into the district or between district schools any time after completing the second year of high school, or newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 – Education for Foster Youth)

HIGH SCHOOL GRADUATION REQUIREMENTS

~~**(Charter High School Grades 9-12)**~~

(cf. 6173.2 – Education for Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)
(cf. 6175 - Migrant Education Program)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through the 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

HIGH SCHOOL GRADUATION REQUIREMENTS BP 6146.1 (d)

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Legal Reference:
EDUCATION CODE
47612 Enrollment in charter school
48200 Compulsory attendance
48204.4 Parents/guardians departing California against their will
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas; foreign exchange students
51225.6 Compression-only cardiopulmonary resuscitation
51228 Graduation requirements
51230 Credit for community emergency response training
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51413 Diplomas
51420-51427 High school equivalency certificates
51430 Retroactive high school diplomas
51440 Retroactive high school diplomas
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
4600-467087 Uniform complaint procedures

HIGH SCHOOL GRADUATION REQUIREMENTS

COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452
Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education, California High School: http://www.cde.ca.gov/ci/gs/hs
University of California, List of Approved a-g Courses:
http://www.universityofcalifornia.edu/admissions/freshman/requirements

Policy Adopted: ~~09/11/2019~~03/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

EDUCATIONAL SERVICES MEMORANDUM

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Janet Bertoldi, Interim Assistant Superintendent, Educational Services
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 6170.1 – Transitional Kindergarten
BACKGROUND:	Policy updated to clarify that it is only districts with an extended day kindergarten program that are authorized to maintain transitional kindergarten (TK) and kindergarten programs for different lengths of time either at the same or different school sites and reflect NEW LAW (SB 98, 2020) which extends, until August 1, 2021, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications.
RECOMMENDATION:	Staff recommends the Board of Trustees approve the proposed revisions to BP 6170.1, Transitional Kindergarten, for the first reading, and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

Instruction

TRANSITONAL KINDERGARTEN

The Board of Trustees desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK ~~transitional kindergarten~~ shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 – Parent Involvement)

Eligibility

The district's transitional kindergarten program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 4800)

Parents/guardians of eligible children shall be notified of the availability of the TK program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

(cf. 5111 – Admission)
(cf. 5111.1 – District Residency)
(cf. 5141.22 – Infectious Diseases)
(cf. 5141.3 – Health Examinations)
(cf. 5141.31 – Immunizations)
(cf. 5141.32 – Health Screening for School Entry)

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

TRANSITONAL KINDERGARTEN

Curriculum and Instruction

The district's TK ~~transitional kindergarten~~ program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 – Curriculum Development and Evaluation)
(cf. 6161.1 – Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills, related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social sciences, English language development, and social-emotional development.

(cf. 5148.3 – Preschool/Early Childhood Education)
(cf. 6011 – Academic Standards)
(cf. 6174 – Education for English Language Learners)

The Board shall establish the length~~(s)~~ of the school day in the district's TK program, which shall be at least three hours but no more than four hours long. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program~~s~~ may be ~~maintained for~~ different than the length~~s~~ of the school day for the kindergarten program ~~time~~ either at the same or different school sites. ~~, as long as the school day is at least three hours but no more than four hours.~~ The Superintendent or designee shall annually report to the CDE California Department of Education as to whether the district's TK programs are offered full day, part day, or both. (Education Code 37202, 46111, 46117, 48003)

(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with four-year-old students from a California State Preschool Program as long as all of the requirements of each program are met and the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)

(cf. 5148.3 - Preschool/Early Childhood Education)

TRANSITONAL KINDERGARTEN

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2021~~0~~, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK ~~transitional kindergarten~~ teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

(cf. 4131 – Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

The Superintendent or designee shall develop or identify appropriate formal and/or informal assessments of TK ~~transitional kindergarten~~ students' development and progress. The Superintendent or designee ~~He/she~~ shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards, and student preparedness for future education.

(cf. 0500 – Accountability)
(cf. 6162.5 – Student Assessment)

TRANSITONAL KINDERGARTEN

Legal Reference:
EDUCATION CODE
8235 California State Preschool Program
8970-8974 Early primary programs; extended-day kindergarten
~~8973 Extended-day kindergarten~~
37202 School calendar; equivalency of instructional minutes
44258.9 Assignment monitoring by county superintendent of schools
46111 Kindergarten, hours of attendance
46114-46119 Minimum school day, kindergarten
46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
48000 Age of admission kindergarten and transitional kindergarten
48002 Evidence of minimum age required to enter kindergarten or first grade
48003 Kindergarten annual report
48200 Compulsory education, starting at age six
Management Resources:
CSBA PUBLICATIONS
What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Transitional Kindergarten FAQs
Desired Results Developmental Profile, 2015
Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013
California Preschool Curriculum Framework, Vol. 3, 2013
California Preschool Learning Foundations, Vol. 3, 2012
California Preschool Curriculum Framework, Vol. 2, 2011
California Preschool Learning Foundations, Vol. 2, 2010
California Preschool Curriculum Framework, Vol. 1, 2010
California Preschool Learning Foundations, Vol. 1, 2008
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Kindergarten Association: http://www.ckanet.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Transitional Kindergarten California: http://www.tkcalifornia.org

Policy Adopted: ~~02/14/18~~ 03/10/21 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Orcutt Union School District
Educational Services

500 Dyer Street • Orcutt, California, 93455 • 805.938.8930

TO:	Dr. Holly Edds, Superintendent
FROM:	Janet Bertoldi, Interim Assistant Superintendent, Educational Services
BOARD MEETING DATE:	February 10, 2020
BOARD AGENDA ITEM:	Safe Schools Plans for all school sites
BACKGROUND:	California public schools are required to comply with California Education Code, Section 35294, dealing with the preparation of "safe school plans". These plans address violence prevention, emergency preparedness, traffic safety, and crisis intervention.
RECOMMENDATION:	This evening the School Safety Plans for each of the schools in the Orcutt Union School District are submitted for board approval as required in California statute. Staff recommends these be approved as submitted.
FUNDING:	No funding implications.

Alice Shaw Elementary School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 759 Dahlia Place
Phone: (805) 938-8850

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School Safety Committee

Member Name	Position
Helena Avedikian	Principal
Cheri Palin	Office Manager
Erik Pedersen	Custodian
Linda Carlson	Office Clerk
Christa Macdonald	Teacher
Analise Riezebos	Teacher
Amy Wellard	Teacher
Trisha Stewart	Parent
Paula Dijon	Parent
Erin Canby	Parent
Kelly Meza	Parent
Kaite Hernandez	Parent

Mission Statement

Our Mission: The mission of Alice Shaw School, is to ensure the educational success of all students by maintaining high expectations and a safe positive learning environment which empowers students to be productive citizens in a changing world.

The Safe School Committee shares a common feeling with our students, parents, and staff in that Alice Shaw School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations for the California Department of Education School Safety and Violence Protection document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Alice Shaw's Students and Staff, (2) Alice Shaw School's Physical Environment, (3) Alice Shaw School's Social Environment, and (4) Alice Shaw School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

The vision of Shaw School is to provide for the educational success of all students through multiple pathways. The programs, policies and practices of Alice Shaw School reflects our commitment to helping all students learn at high levels.

Shaw Elementary School is committed to preparing children with 21st Century Learning Skills - Communications, Collaboration, Critical Thinking and Creativity. The students at Shaw School are global learners who use technology to increase their awareness and facilitate their contributions to the world around them. Shaw staff is focused on providing challenging Common Core State Standards based curriculum that meets the needs of all learners. All Shaw staff members understand the importance of providing a quality education through exemplary teaching practices and a commitment to excellence. Developing partnerships between staff members, students, parents and community members is essential for creating an environment that meets the needs of all students at Shaw Elementary School. At Shaw School, our students, parents, and staff are committed to working as a team to promote students involvement in the positive, scholarly and safe school culture.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
All full-time certificated staff members are CLAD/BCLAD certified.
English Language Development program serves to support teaching and instruction for English Learner students.
Students in District Special Day Classes, Santa Barbara County Special Day Class, Special Education Resource and Speech Programs on campus are mainstreamed and/or interacted with their typically developing peers daily.
Our breakfast and lunch programs serve hundreds of students daily.
Student attendance is celebrated and monitored daily. When needed we will work within the School Attendance Review Board (SARB) program.
Student Council provides leadership opportunities for students.
Campus Connection childcare program serves students both before and after school (in non-COVID times).
Counseling services from a OUSD Counselor is available to all students.
Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs, and DARE instruction (6th grade). (DARE is implemented in non-COVID times.)
PTA sponsored activities and “family nights” promote a strong connection between home and school. PTA sponsored jog-a-thon promotes physical fitness.
Red Ribbon Week promotes discussion on topics including drug, alcohol and tobacco awareness.
Maintaining quality physical education and fine arts instruction are priorities at Alice Shaw. A physical education program in grades one through six, taught by a fully credentialed PE teacher, provides physical fitness instruction on a weekly basis.
Compass Learning, a computer based program, is utilized to provide intervention and enrichment opportunities for kindergarten through six grade students in reading, language arts and math during school and after school two days a week.
Systematic Instruction in Phonological Awareness, Phonics and Site Words (SIPPS) intervention is being implemented with much success - even via Distance Learning!
Staff attends professional development with various topics centered around teaching and learning.
Positive Behavior Interventions and Support (PBIS) program is continuing.

Areas of Concern:
Alice Shaw will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue a school-wide character education program highlighting a positive trait every 6 to 8 weeks.
2. Develop school spirit (i.e. Spirit Days) through Student Council.
3. Bullying issues continue to be addressed with anti-bullying discussions, counseling regarding use of electronic means of communication through the DARE program, school wide assemblies, internet use training and the PBIS program.
4. Build a strong citizenship program through the development of our Student Council, responsible leadership, and big buddies activities to enhance collaboration between primary and intermediate students.

5. School-wide Positive Behavioral Interventions and Supports Shaw Team continue training to guide the implementation and sustainability of evidence-based interventions to meet the academic, behavior and socio-emotional needs of all students. Continue PBIS training with Shaw Team.
6. Review office referral data through the PBIS lens.
7. Weekly Social Emotional lessons are implemented at least weekly during COVID times.
8. *Programs are implemented as possible in COVID times.

The School's Physical Environment

Areas of Pride and Strength:
The staff maintains an updated School Disaster Plan. Fire and/or earthquake drills are conducted monthly. An intruder/lockdown drill is conducted annually. A log of emergency drills is maintained for inspection by the fire department and district personnel.
The school has a detailed Emergency Response Plan. Every classroom/building has an emergency binder and a survival kit.
The facilities have been remodeled and are in good repair. Each classroom has a telephone and a door that is able to be locked from the inside of the room.
Staff and volunteers wear ID badges.
School Beautification Days allow parents, staff members, and students work to make the school grounds look nice.
Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation Department of the district.
The principal and/or teachers provide supervision for students as they arrive in the morning and depart in the afternoon.
A solar panel, provided through a grant by PG&E, contributes to our electrical grid. The amount of electricity produced can be monitored on the Internet.
The PTA has provided the plaza area at the front of the school to be used for various lunch occasions.
The principal/office staff maintains vandalism logs, truancy logs, suspension/expulsion logs and office referrals.
Playground sandboxes and playground equipment are monitored regularly for safety.
Student and staff restrooms have been modernized and are scheduled to be cleaned daily. The alarm system has been upgraded and can be heard from all areas of the school campus.
The middle of the parking lot provides a marked crossing area. Additional markings were added to highlight no parking areas and safe passageways.
Walkie talkies are provided for communication between the office and the custodial staff.
Safety information is included in our School Handbook, Parent Square is utilized to send communications reminders to students, parents and staff members.
The Raptor system is used to screen and check-in visitors and volunteers.
School marquee provides schedule/event reminders.
Gates on the school's perimeter are locked during school hours.
Parents are reminded not to bring dogs on campus.
All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:
Shaw School community will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Two-way radios will be used to improve supervision and communication.
2. All gates will be locked during school hours to direct visitors through the main hallway, past the office for monitoring. Staff members will continue to stress that volunteers and visitors check-in and check-out with the office before entering and exiting the campus.
3. Continue maintenance on building and classrooms to ensure safety.
4. OUSD continues to explore ways to make the campus a secure and safe environment.
5. Continue training on Parent Square - a 21st Century School-Home Communication Platform which connects school and home to help improve student success.

6. The Raptor school visitor security system will be used to help safeguard the school.

The School's Social Environment

Areas of Pride and Strength:
The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.
The principal is supportive and involved in academic and character (social-emotional behavior) matters.
On a regular basis, the principal greets students and their families as they enter the school grounds in the morning and depart in the afternoon.
Expectations for student behavior are clearly communicated in the Parent Handbook.
The principal gives every grade level a Welcome Back Expectations "talk" each fall.
The morning message is used as a platform to commend students' behavior and/or address any areas in need of improvement.
The school's character development program contributes positively to the overall school environment. The programs helps to reduce the amount of Behavior Referrals.
Teachers establish consistant and fair classroom rules and consequences.
The principal, teachers, and parents work together to maintain high expectations for student behavior.
Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.
Students are able to compete in academic endeavors (i.e. Spelling Bees, Battle of the Books, Math Super Bowl).
PTA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.
Theme days are planned by students to nurture school spirit.
Fall and Spring conferences promote collaboration between teachers and parents.
PTA and Business Sponsors provide financial support to school academic programs, field trips, and special projects.
The school is used after hours by many community organizations, i.e., girl scouts, soccer teams, etc.

Areas of Concern:
Alice Shaw staff strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. School staff will proactively monitor "hot spots" in the hallways and on the playground for inappropriate behavior and to acknowledge appropriate behavior.
2. Counseling services will be offered by an OUSD Counselor to teach coping and social skills to identified students.
3. Continued efforts made to minimize classroom disruptions; instructional time will be maximized.
4. Administrator and staff will continue to revisit school rules and expectations for behaviors on a regular basis.
5. Office staff will continue to strive for top notch customer service with parents and community members.
6. The principal will make regularly scheduled visits to classrooms to "drop in," make observations and also discuss student behavior when necessary.
7. Positive Behavior Interventions and Support (PBIS) training for the Shaw PBIS Team. This will help to continue building a safe and orderly environment conductive to learning at school.

The School's Culture

Areas of Pride and Strength:
The belief at Alice Shaw School is that every student counts! This belief promotes a sense of connectedness, belonging and community.
Shaw Students are connected and involved in the school and parent involvement is highly encouraged and supported.
The principal is visible, approachable and attends PTA and other school events.
Shaw staff participates in professional development opportunities throughout the year.
Teachers meet in grade level Professional Learning Communities to discuss standards, student learning, data, and intervention during Wednesday early release days. (Mondays during COVID times)
Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.
Student award and incentive programs recognize students for academics, citizenship, effort, and cooperation.
Upper grade students mentor primary grade students via a "Little Buddies" tradition which creates a special bond between older and younger students.
The office staff creates a "welcoming," friendly, helpful and supportive atmosphere.
Students receive PE, Art and Music instruction. At-risk students receive intervention support throughout the week.
Several staff members are trained in Crisis Prevention and Intervention (CPI).
Communication home comes in many forms: Parent Square, Friday Folders, email, phone calls, parent conferences, etc.
All parents access the Aeries student information system during the enrollment process. Parents are encouraged to check the Aeries Parent Portal to see student performance/grades.
Parent involvement is highly encouraged.
The PTA supports classroom instruction, provides field trips, finances assemblies, and provides resources for school beautification. PTA provides opportunities for "fun nights" to enable parents, students, and staff members to feel "connected" to the school (i.e., bingo night, movie night, family nights).

Areas of Concern:
The Shaw School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. The morning message is used to remind students of the elements of positive character traits.
2. Assemblies are held for students to review school rules and expectations for student behavior.
3. The staff will continue to develop their knowledge of the Common Core Curriculum and new curriculum adoptions, to increase proficiency, assess student learning, and provide intervention and enrichment opportunities as a result of data analysis.
4. Teachers will continue to promote social growth through classroom and school recognition opportunities.
5. School news will be sent to parents electronically regularly throughout the school year using Parent Square.
6. Continue to support the PTA on family oriented events and parent education topics.
7. Teachers will meet in Professional Learning Communities weekly, to collaborate and focus on essential standards, common assessments, intervention, student results and student learning.

8. Social Emotional Lessons will be presented regularly (at least weekly during COVID times)

Appendix

1. Safe Schools Plan

2. Board Policy and Administrative Regulation

a) BP 0450 (a)—Comprehensive Safety Plan
b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
c) AR 5144.2—Suspension and Expulsion/Due Process
d) BP 5131.2 (a)—Bullying

3. Safe Ingress/Egress

a) Evacuation Map
b) BP 3516—Emergencies & Disaster Preparedness Plan
c) Disaster Drill Schedule
d) Emergency Team Duties
e) Disaster Duties & Responsibilities
f) Disaster Procedures
g) Procedures for Lock-down/Shelter Evacuation
h) Cardiac Emergency Response Plan

4. Discipline Procedures

a) Student Handbook
b) Discipline Summary
c) Attendance Summary
d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
e) BP 3515.2—Employee Use of Technology
f) Discrimination and Harassment Policy (Annual Notification)

5. School Information

a) School Accountability Report Card (SARC)
b) Safe School Questionnaire
c) Safe Schools Planning Checklist
d) Electronic Network User Agreements (Student & Staff)
e) BP 4040—Employee Use of Technology
f) California Healthy Kids Survey

Joe Nightingale Elementary School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 255 Winter Road
Phone: (805) 938-8650

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School Safety Committee

Member Name	Position
Kate McInerney	Principal
Janinne Salinas	Vice Principal
Jennifer Saylor	Teacher
Suzi Rhyne	Teacher
Laura Richardson	Staff
Ruth Narez	Parent
Marie Brown	Parent
Heidi Carlson	Parent
Yareli Mungia	Parent
Maria Chavez	Parent

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms." – California State Department of Education, "Safe Schools: A Plan Guide for Action"

Mission Statement
Our mission statement, as approved by our School Site Council, is as follows: Joe Nightingale exists to better the lives and futures of all students, staff, families, and community through proven quality instruction, positive relationships, and engaging experiences.

Vision Statement

Vision Statement
The vision of Joe Nightingale School is to provide for the educational success of all students through high expectations and a commitment to academic excellence; to empower them to reach their full potential as responsible, ethical and productive citizens in a diverse and changing world. We believe this is a shared responsibility requiring the cooperation and commitment of students, parents, staff, and the community.

We ensure academic excellence by providing quality educational programs with all staff members focused on continually improving student achievement. We believe children learn best when they engage in a variety of meaningful activities in a challenging, structured and positive environment. At Joe Nightingale School, we provide our students with a rigorous, scholarly learning environment in which learning time, instructional planning, progress monitoring, and strategic/intensive interventions are systematically focused on individual student learning needs. We have clear, research-based interventions and enrichment opportunities to meet the needs of learners at all instructional levels.

All members of the Joe Nightingale School community collaborate to offer continuous learning programs that enable all children to maximize their academic, social and emotional growth and promote their development into thoughtful, accepting, productive and responsible citizens. Teacher teams at each grade level work together to ensure students receive a comprehensive, standards-based course of study. These teacher grade level teams meet weekly in Professional Learning Communities to review student learning and to plan strategic interventions and enrichment activities to meet the various needs of all students.

At Joe Nightingale, our commitment to preparing children with 21st Century Learning Skills-Communication, Collaboration, Critical Thinking and Creativity- is present in all learning activities. The students at Joe Nightingale are global learners who use technology to increase their awareness and facilitate their contributions to the world around them.

At Joe Nightingale School, our students, parents, and staff are committed to working as a team to promote student involvement in the positive, scholarly, safe, and inclusive school culture. Students are caretakers for their own learning environment and are deeply connected to the school community. Parents, families, and community members have a strong investment in our students' lifelong education.

In order to achieve this vision, during the 2020-2021 school year, Joe Nightingale School is continuing the focus on High Quality First Instruction.
This High Quality First Instruction includes Continued Instructional Focus Areas:
*Literary and Non-Fiction Reading
*Academic Vocabulary in Speaking and Listening
*Cross-curricular academic language including a focus on mathematics academic language
*Student engagement including the use of inquiry, student collaboration and anchor charts
*Intervention time block to meet individual needs in Math, Reading and Writing

*Small group targeted instruction in Math, Reading and Writing
*Writing Process with technology
*Implementation on the Common Core Math curriculum and intervention in mathematics

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- All adults at Joe Nightingale-- school administrators, teachers and support staff-- strongly feel that every child on campus is “their” child.
- All adults at Joe Nightingale-- school administrators, teachers and support staff-- possess high standards and expectations for all students.
- On a regular basis, the school administrators, teachers and support staff greet students as they enter the school in the morning and depart in the afternoon.
- The school administrators, teachers and support staff are actively involved in curricular matters, are readily available to all members of the school community and are visible on campus.
- All of our full-time credentialed teachers are certified to work with English Learners.
- Our breakfast and lunch program serves hundreds of students daily.
- Health room has daily coverage by LVN and district nurse is available each day by phone.

Areas of Concern:

Joe Nightingale School will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue a school-wide character education program highlighting a positive trait every 6-8 weeks.
2. Staff will continue to make progress in implementing a Multi-Tiered System of Supports (MTSS) system in order to meet individual student needs in the areas of academics and behavioral needs.
3. School-wide expectations will be promoted for proper playground behavior and school-wide behaviors.
4. Continue to build a strong citizenship program through the development of our Safe School Mediator program, Student Council, and collaboration between primary/intermediate classroom and special education/general education.
5. Continue to provide in-school individual counseling and small group counseling.
6. Continue implementing PBIS Tier 1 structures to promote a positive environment and consistency throughout the school day and campus.

The School's Physical Environment

Areas of Pride and Strength:

- The school is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, 4H, little league, etc. (during non-COVID times)
- Playground sandboxes and playground equipment have been replaced/upgraded and are monitored regularly for safety.
- Student and staff restrooms have been modernized and are monitored regularly for cleaning and repair.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Our phone system has been upgraded and teachers have access to phones in their classrooms.
- Locks have been replaced allowing teachers and staff to lock rooms from the inside. Staff keys allow staff to lock all rooms and gates.
- All gates are locked during school hours to direct visitors through the main hallway, past the office for monitoring. Fencing has been improved and is monitored for repair and replacement.
- Survival kits have been placed in classrooms, offices, hallways, arts room, library, child care rooms, and multi-use room.
- The school buildings and classrooms are well maintained and painted.
- Monthly playground safety checks are completed and filed with the Maintenance and Operations Department of the district.
- The staff provides for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The staff maintains an updated School Disaster Plan. Evacuation drills, Duck-cover-hold drills, and lock-down drills and shelter in place drills are called on a regular basis.
- The administration and office staff maintain vandalism logs, truancy logs, and suspension/expulsion logs.
- In the parking lot, parents are regularly reminded of our concern for student safety.

All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

Joe Nightingale School will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Continued deferred maintenance on buildings and classrooms to ensure safety.
2. All visitors will check in at school office and receive a visitor's pass. Signs will be posted to educate visitors of visitor policies. All volunteers must be cleared by district following district policy prior to volunteering at school or school event.
3. Front office will be moved to front of school and bathroom will be added to Health Room. Reorganization of front administration office will be pursued with district facilities personnel.
4. Develop a plan to improve perimeter fencing at front of school to enable school campus lockdown.

The School's Social Environment

Areas of Pride and Strength:

- With a full inclusion program for our students with disabilities, students are accustomed to working with peers of varying abilities.
- A developmental physical education program in kindergarten through sixth grade and a PTA sponsored Fun Run promote physical fitness.
- Health screenings (vision and hearing) are provided to our students by the district staff and parent volunteers.
- Our noon sports league program and recreational programs during lunchtime recess provide opportunities for students to grow and socialize with peers.
- Our Safe School Mediators program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.
- Leadership opportunities are provided for students through our Student Council, Safe School Mediator program, and Garden Club.
- Student engagement has been increased with the use of technology such as the iPad, Chrome Book, and Mac mobile carts.
- School-wide discipline matrix has been developed and implemented throughout all areas of the school.
- Differentiated instruction and online computer aided instruction have been established to serve the needs of students needing/wanting intervention or extension.

Areas of Concern:

Joe Nightingale School strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. The site administrators will continue to provide for safety and disaster preparedness activities and drills.
2. Staff will continue to investigate and implement programs which foster personal and social skill development.
3. Classroom lessons for character development, social skills, and conflict resolution will be implemented by classroom teachers and the school counselor.
4. Noontime intramural activities, games, and recess makers space will be provided.
5. Administrators will make regularly scheduled visits with students to review school rules and expectations for behavior.
6. Continue to implement school-wide system to teach playground games and activities through Physical Education Program.
7. *Activities will be implemented as possible in COVID times.

The School's Culture

Areas of Pride and Strength:

- All adults at Joe Nightingale-- school administrators, teachers and support staff-- strongly feel that every child on campus is "their" child.
- All adults at Joe Nightingale-- school administrators, teachers and support staff-- possess high standards and expectations for all students.
- Our Safe School Mediators Program teaches students leadership and peer mediation skills and provides them with the necessary supports to have a positive peer influence.
- Leadership opportunities are provided for students through our Student Council, Safe School Mediator program, and Garden club.
- PTA sponsored Red Ribbon week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The PTA supports classroom instruction and provides funding for field trips, assemblies, technology, and resources for school beautification.
- Fall and Winter conferences promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- Our bilingual community liaison connects with Spanish speaking families and provides primary language support as needed.
- After school enrichment class (fee based) are available to families one day per week. (District provided) - during non-COVID times
- Parents and students regularly report that they feel "connected" to the school.
- Students are recognized every other month for their hard work and accomplishments with celebrations in the classrooms and assemblies.
- We use technology on a regular basis such as e-mail, Aeries school portal, Parent Square, and classroom web pages to communicate with parents and community members.
- A well-defined Child Care program (OUSD Campus Connection) meets the needs of over 150 of our students before school, after school, and during scheduled school breaks (during non-COVID times).

Areas of Concern:

The Joe Nightingale School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. New students are welcomed to Joe Nightingale School by staff and are escorted to their class by the principal and/or assistant principal. They are provided with a peer "buddy" to accompany them on their first few days to acclimate them to our school.
2. School-wide discipline matrix has been developed and implemented throughout all areas of the school. Rules assemblies are held for students to review school rules and expectations for student behavior.
3. The staff will continue to develop its awareness of, and proficiency with, using the new California Common Core content and performance standards to drive instruction and assess student work.
4. Teachers will promote social growth through classroom and school-wide student recognition program.
5. Staff will continue to recognize and reward students who demonstrate the desirable characteristics of non-violence, peacemaking, and problem solving.
6. School news will continue to be sent to parents electronically regularly throughout the year. The automated phone/email system (Parent Square) will be used for communication with parents for events and emergency situations.
7. Encourage students and classes to participate in community service projects.

8. All notices home will be translated into the home language of parents by utilizing the translation tool on Parent Square..

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Patterson Road Elementary School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 400 Patterson Road
Phone: (805) 938-8750

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School Safety Committee

Member Name	Position
Julie Kozel	Principal
Steve Whitehair	Teacher
Susie Hinden	Teacher
Micaela Brandt	Teacher
Kerry Urquhart	School Office Manager
Leslie Martinez	Parent
Catherine Sackrinson	Parent
Maria Serna	Parent
Allison Grupe	Parent
George Korn	Parent

Mission Statement

Mission:
To serve the unique academic, physical, social, and emotional needs of students in order to provide each student with the highest quality education, inspire a passion for learning, and make meaningful connections that propel children to become lifelong learners.

Vision Statement

Vision:
At Patterson Road School, we believe there are no limits to the academic potential of our students, and there are no excuses for not maximizing this potential for individuals' success. As staff members of Patterson Road, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes every student is capable of being academically proficient in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community providing a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

Patterson Road School seeks to provide a safe environment for all students:
Safety on the playground
Safety in the classroom
Safety from harassment
Safety from prejudice
Safety arriving to and departing from school
Safety in before-school and after-school district sponsored programs

The Safe School Committee shares a common feeling with our students, parents, and staff in that Patterson Road School is a safe, supportive, nurturing place for children. This "safe school" perspective comes from a deep commitment of cooperation from parents, community members, staff district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff, (2) The School's Physical Environment, (3) The School's Social Environment, and (4) The School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- We have a dedicated community of district/site staff and parents who desire the best safety practices and provisions for students.
- With two Special Education classes on campus, students are accustomed to working with peers of varying abilities and language learning needs.
- A developmental physical education program in grades kindergarten through six promotes physical fitness.
- A developmental music and arts education program serves students in grades kindergarten through sixth.
- School based counselor is present on campus 1.75 days per week and on-call as needed.
- The district provides a bilingual liaison and the ParentSquare App to assist in communication with all families.

Areas of Concern:

Communication among all stakeholders-community, families, parents, staff, and students.

Action Plan:

1. Cultural Diversity
    - Continue to provide school publications, announcements, and newsletters. These are published in English with electronic Spanish translation available.
    - Continue to utilize ParentSquare and the Google translate option to improve communication for all families.

2. Consistency of communication to families
    - Survey families on use of communication tools-ParentSquare, website, email, Aeries portal, and social media to determine most effective communication tools.
    - Provide training for families on communication devices and apps--Aeries and ParentSquare through parent education nights.

The School's Physical Environment

Areas of Pride and Strength:

General Safety

- Staff discusses supervision and specified jobs in the case of an emergency regularly.
- Staff Emergency binders updated regularly.
- The staff maintains an updated School Disaster Plan. fire, disaster, lockdown and shelter in place drills are conducted on a regular basis.
- The district maintains vandalism logs and removes signs of vandalism immediately.
- All teachers have access to phones in their classrooms.
- A student phone is available in the school office so that students can contact parents when necessary.
- Survival kits have been placed in classrooms, offices, library, child care room and the multi-use room.
- Visitors must check into the office and wear a visitor badge.
- Employees report strangers on campus.

School Grounds--Parking lot for arrival and dismissal

- The principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The parking lot has set traffic patterns in place for drop-off and pick-up for student safety.
- There is now a new, safer bus drop off outside of parking lot.

School Grounds--Playground

- Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department of the district.
- A filtered water station is available to refill water bottles.
- Outside eating area with umbrellas to provide shade for students during lunch.
- Playground area is clean and welcoming with good sight lines and new wood chips for a safe fall zone.

School Grounds-Fencing

- There is new fencing to secure the entire campus.
- There is a new front landscaping and inviting entry way.

Buildings and Classrooms

- A media center/library is available to students four days a week for books, computer use, and makerspace.
- The school has a multi-use room with a stage, presentation technology, sound and lighting systems. A double-wide portable classroom serves as a fine arts room.
- Student and staff restrooms are regularly inspected for cleaning and needed repairs.
- The alarm system can be heard from all areas of the school campus.
- Classrooms can be locked from the inside of the room.
- Emergency bells and alarms are checked on a routine basis.
- Patterson PRIDE (PBIS) signage is posted throughout school.
- Classrooms have flexible seating with new furniture for all students.
- There is student technology available in all classrooms and to all students.

All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:
Maintaining a safe environment during school, for school arrival and dismissal (parking lot), and preparation for emergencies.

Action Plan:

1. General Safety
    - -During COVID times we are following all safety protocols and guidelines from the Santa Barbara County Public Health Department.
    - -Paint room numbers at assembly area for outside evacuation drills
    - -Work with district to provide the camera feed of front of school for front office staff.

2. Buildings and Classrooms
    - -Work with district to replace/repair deteriorated ramps, handrails, and rain gutters.
    - -Work with teachers to design storage areas for students materials in classrooms (Materials do not fit into new student desks--tripping hazards in the classrooms)

3. School Grounds--Parking lot for arrival and dismissal
    - -Work with district to commission a safety review of parking lot and repainting for safe traffic pattern--include staff and parent survey.
    - -Work with district and county to include signs for safety: Right turn only at exit; Loading zone signage and paint on Patterson Road; No U-turn signage on Patterson Road.
    - -Work with district and county to investigate adding a crosswalk on Patterson Road to cross in front of parking lot crosswalk.

4. School Grounds--Playground

    - -Work with district to research options to build/retrofit playground equipment for students with disabilities (inclusive playground equipment).

The School's Social Environment

Areas of Pride and Strength:

Consistent Behavioral Expectations

- The principal, staff, and parents will continue to work together to maintain high expectations for student behavior.
- The school is in the third year of implementation of PBIS. Positive rewards and student awards are based on the expectations in Patterson PRIDE: Prepared and Punctual, Respectful, Inspire Kindness, Demonstrate Responsibility, Everyone's Safe.
- The principal and the PBIS team members meet with all students at least twice a year to review school rules and behavior expectations. (-Staff provides PBIS Passport day to teach expectations (Fall and Spring))
- The PBIS PRIDE system provides a consistent system for expectations (matrix), referrals and reinforcement system (Paw tickets and prizes)

Students' Connection to School

- The school principal is actively involved in curricular matters, is readily available to all members of the school community and is visible on campus and in classrooms.
- On a regular basis, the staff greets students as they enter school in the morning and depart in the afternoon.
- Student Council members are elected by 4th-6th graders.
- Many enrichment activities are offered throughout the school year: Battle of the Books, Masonic Spelling Bee, Author Go Round, Math Bowl, Yearbook Team, Historical Walk Through Program for grades 4-6, Robotics Team, and an after school enrichment program with rotating offerings is available on early release Wednesdays (paid program).
- PTA and Student Council sponsor Red Ribbon week activities to promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- Several classes participate in big buddy/little buddy partnership activities and cross age tutoring opportunities.
- Sixth graders go to Outdoor School annually (in non-COVID 19 environment).

Respectful and Supportive Environment

- A school based counselor offers counseling for referred students 1.75 days per week.
- DARE is available to sixth graders each year (dependent upon availability from the Sheriff's department.)
- School participated in Unity day and dedicated a Buddy Bench for the Upper Grade Playground.
- There is a respectful atmosphere between students to adults.
- There is student recognition for academic achievement in reading and math (Pride of Patterson Awards six times per year)

Areas of Concern:

Maintain current safety procedures and programs to encourage student and family connectedness and a respectful, supportive school environment.

Action Plan:

1. Consistent Behavioral Expectations
    - Provide student and parent education on bullying and conflict resolution.
    - Continue to provide student and parent education on PBIS and behavioral expectations.

2. Students' Connection to School
    - Continue to look for and encourage parent and community involvement (robotics, track, PTA, etc.).
    - Actively seek community, staff and parent volunteers to coach and led extra curricular activities.

3. Respectful and Supportive Environment

    - Provide recess sports/game rules instruction and conflict resolution instruction/social skills instruction for all students.

The School's Culture

Areas of Pride and Strength:

Family Connectedness and participation

- Parents and students regularly report that they feel "connected" to the school.
- Many parents volunteer by providing clerical assistance, working with small groups of students, and participating in various programs and school activities.
- The weekly school newsletter is sent to parents via ParentSquare to highlight school news and current events.
- Patterson Road has a Back to School Night at the beginning of the year to help create a partnership with families and an Open House at the end of the year to celebrate student successes.
- Parent Involvement is welcomed and encouraged at Patterson Road.
- Fall and Winter conferences promote shared goal-setting and evaluation of student progress opportunities between teachers and parents.
- The Parent Square platform is utilized for communication with families

PTA involvement and activities

- The PTA provides funding to support classrooms with supplies and field trip costs.
- The PTA provides financial support for school academic programs, field trips, and special projects.

Student Recognition

- Our student recognition program includes a Student Recognition Awards assembly with students and parents every 6 weeks.
- Students are recognized for effort, academic achievement, and character (PBIS expectations).
- Classroom attendance incentives provided to encourage students to be on-time, in attendance, and stay in class the entire day.
- Students are also recognized by Positive Recognition Referrals (office visit and positive phone call home).

Focus on the Whole Child

- OCAF provides each school with "Arts Attack", a visual arts program.
- Arts, Music, and Physical Education instruction is provided for all students.
- Library time is provided for all students.
- Makerspace is available for students by request.
- The Santa Maria Rape Crisis Center presents Child SAFE information to first and fourth grade students annually during non COVID 19 times).

Supportive Staff and school community

- Adults at Patterson Road School possess high standards and expectations for all students.
- Patterson Road staff collaborate twice per week with a focus on achievement for all students.
- Students and staff at Patterson Road feel safe and supported within a respectful culture.
- The school facility is open after hours and weekends for use by many community organizations, i.e., girl scouts, soccer, little league, basketball, etc.

Areas of Concern:

- Maintain a welcoming environment which includes parent and family participation, student recognition, and a focus on the whole child.

Action Plan:

1. Focus on the Whole Child

    - More behavioral support and counseling needed for students. (Added pressures for students with increased stress and anxiety)

2. Family Participation

    - Provide more parent education opportunities to address support of educational/behavioral expectations within the school setting.

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Pine Grove Elementary School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 1050 Rice Ranch Road
Phone: (805) 938-8800

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School Safety Committee

Member Name	Position
Michelle Boyd	Principal
John Purdum	Head Custodian
Karen Hettinga	Office Manager
Julie Slovek	Teacher
Amanda Ramirez	Teacher
Laura Brady	Parent
Lillian Joyce	Parent
Kelley Kirby	Parent
Isabel Viviano	Parent

Mission Statement

At Pine Grove Elementary School, our staff, both certificated and classified, strives to create successful learning opportunities for ALL students. We are committed to working diligently to maintain a schoolwide focus of a standards-based education and do so with very caring and nurturing attitudes. Our mission is to foster a secure and supportive learning environment that provides academic excellence, character development and enrichment for all. Students will experience quality curriculum and instruction, utilize technology, and reach increasing levels of achievement as demonstrated in a standards-based educational system.

Pine Grove's staff, parents and students work together to create a safe and positive learning environment on our campus. We recognize student successes which support academic, attendance and character traits through positive incentives, and celebrations. The emphasis of valuable life skills and character traits reinforce the respect and sense of responsibility we want our students to exemplify.

Pine Grove parent volunteers are a wonderful component to our classroom learning environments. Together, with our staff, we work to achieve a balance between appropriate behaviors and academic success. This active participation throughout the grade levels builds a cohesive force permeating the atmosphere of our school and reinforces to our students that parents are an important partnership in the educational process.

Vision Statement

Pine Grove School seeks to provide for all students:

Safety arriving to and departing from school
Safety in the classroom
Safety on the playground
Safety in the cafeteria/multi-use room
Safety in the hallways, on the stairs, on the ramps
Safety from bullying, harassment, and prejudice

The Safe Schools Committee shares a common feeling with our students, parents, and staff in that Pine Grove School is a safe, supportive, nurturing environment for all children. This “safe school” perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan, the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Pine Grove’s Students and Staff, (2) Pine Grove School’s Physical Environment, (3) Pine Grove School’s Social Environment, and (4) Pine Grove School’s Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
Students are accustomed to working with peers of varying abilities, temperaments, cultures, and learning styles.
The Campus Connection childcare program meets the before and after school needs of approximately 100 students (during non-COVID 19 times).
A physical education program promotes physical fitness among all students.
Health screenings are provided students each fall by the district nurse, health assistants, and parent volunteers.
The English Learner program supports language acquisition and academic success among English Learners.
Students are honored for character traits per grade level recognitions.
All students participate in one music class, one art, and two PE classes per week (1-6).
All teachers participate in one hour of weekly collaboration time to target students for intervention and reteaching.
Multi-Tiered Systems of Support (MTSS) programs in grades K-6 provide early support and remediation in reading utilizing SIPPS intervention groups and Zearn for mathematics.
Staff also incorporates strategies learned from attending the MTSS in-service for supporting both remediation and enrichment learning for all students.
The Student Council provides leadership opportunities for students and is responsible for campus beautification, service learning, and school spirit days.
PTA sponsored Red Ribbon week activities provide a venue for students to celebrate a drug-free lifestyle.
Counseling services for students by district employed providers.
The Santa Barbara County Sheriff's Department provides a Drug Abuse Resistance Education (DARE) program to sixth graders during non COVID 19 times.

Areas of Concern:
1. Communication among all constituents.
2. Support our most at-risk students.
3. Ensure the safety of students coming to and from school.
4. Drop off and pick up of students in the school parking lot.
5. Bus lane to remain free of parked cars.
6. Students on campus outside of designated school hours.

Action Plan:

1. Cultural Diversity
   School publications, Parent Square, and newsletters, including communication from the PTA, will be sent out bi-weekly and on as needed basis.

2. Staff Expertise/Diversity
   Discussions and training will continue in the area of helping students with attention/focus difficulties, outbursts of anger, and unwillingness to engage in learning. Counseling services will be available throughout school year.

3. Physical/Health Concerns
   Crossing guard provided before and after school.

4. Through bi-monthly newsletters, Parent Square, and on-going communication, educate parents about the proper drop-off and drive through lanes in the new upper parking lot.
5. Through bi-monthly newsletters, Parent Square, and on-going communication, remind parents not to park in the school bus lane when dropping off or picking up students (lower parking lot is not for this use).
6. Enforce that parents check-in at office before, during and after school hours by posting signs and communicating via Parent Square and newsletters.
7. All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

The School's Physical Environment

Areas of Pride and Strength:
The school buildings and classrooms are well maintained and painted.
Decorative security gates and fencing have been installed. Fencing has been installed and is monitored for repair and replacement.
Gates remain locked during school hours. All visitors must enter through the school office.
Professional landscaping adorns the campus and has greatly enhanced the "curb appeal" of the school.
The PTA schedules school beautification days. On these days, parents, staff members, and students work to improve the look of the school.
Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department of the district.
The staff maintains an updated School Emergency Plan. Evacuation, lock down, fire, and earthquake drills are run on a regular basis.
The principal and office manager maintain vandalism logs, truancy logs, and suspension/expulsion logs.
The alarm system has been upgraded and can be heard from all areas of the school campus.
The PTA provides a crossing guard to help regulate the intersection of Rice Ranch and Bradley Roads before and after school.

Areas of Concern:
Parking lot- drop off/pick up
School grounds maintained for student play.
Student restrooms - cleanliness and repair
Cleanliness of classrooms due to reduced hours for custodial staff
Air filter replacement in classrooms
Sewer line backs-up periodically

Action Plan:

1. Traffic
   There are changes to parking and drop off as a result of Measure G. The new upper parking lot is for drop-off and pick-up, and includes a drive-thru lane.
   The lower lot is designated for staff parking and bus lane.
   Crosswalk at Bradley and Via Pavion enhanced by the county for increased safety.

2. School Grounds
   Embankments landscaped to prevent erosion.
   Abatement of ground squirrels needs to be on ongoing priority.
   Squirrel holes on playing fields need to be repaired for student safety.

3. School Buildings and Classrooms
   To accommodate growth, the school has developed a master plan for use of all classrooms and available facilities.

4. Playground surfaces repaired and resurfaced. Stripe painting on the playgrounds for student use.

5. MOT department regularly checks blacktop areas for repair.
6. All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

The School's Social Environment

Areas of Pride and Strength:
The school principal is actively involved in all school matters, and is available and accessible to all members of the school community.
Grade level award recognitions contribute positively to the overall school environment.
Student Council members in grades 4-6 provide leadership for the student body, as well as participate in the daily morning announcements.
After-school programs in track and field provide an outlet for team building and school spirit.
Fall parent-teacher conferences facilitate shared goal setting between teachers and parents.
The PTA and business sponsors provide financial support to school academic programs, field trips, and special projects.
A Parent Square school newsletter is distributed to parents bi-monthly.
The school is open after hours and weekends for use by many community organizations, i.e., soccer and basketball teams, scouting groups, 4-H, and more.

Areas of Concern:
Ensuring that students feel connected to the school and that all behaviorial issues are dealt with in a timely manner. MInimize disruptions to the classroom.

Action Plan:

1. School Site Management
   A discipline referral form is utilized to streamline communication between teachers and the principal and/or teacher-in-charge.

2. School Communication
   The "Morning Message" on the intercom, daily sign-in sheets, and staff memos through email will be utilized to improve communication and minimize interruptions to classroom learning.
   The principal and staff will continue to develop the school's website on district server.
   Parent Square will continue to be utilized as a means of communication as needed.
   Bi-monthly newsletters will continue to be sent to all families.

3. Discipline and Consequences
   The principal will review with students, staff, and parents the school rules through reminders on the morning announcements as needed and in the bi-monthly newsletter. The school rules will be used as a reference point for disciplinary interactions with students.

4. PBIS (Positive Behavioral Intervention and support) will be continued and teachers will highlight the behavior expectations of our STAR acronym.
5. Super STAR Award will be earned by students for exemplifying positive behavior choices.
6. Principal will engage with students by hosting games on Zoom.
7. Social Emotional Learning (SEL) will be integrated into lesson plans at least once a week.

The School's Culture

Areas of Pride and Strength:
Parents and students regularly report that they feel "connected" to the school.
Adults at Pine Grove possess high standards and expectations for all students.
Adults at Pine Grove strongly feel that every child on campus is "their" child and their responsibility.
Every Friday is "Spirit Day". Students and staff wear a variety of Pine Grove logo shirts and school colors to express a spirit of togetherness.
The PTA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for student enrichment and school beautification.
The PTA provides multiple parent/family nights throughout the school year.
Student attendance awards are presented every trimester and a PANDA (Perfect Attendance No Days Absent) award is presented annually.

Areas of Concern:
Creating meaningful opportunities for students to build connections with each other, their teachers, and school.

Action Plan:

1. Affiliation and Bonding
   Connect students to the school through positive means - PTA Family Fun events, Halloween Drive-Thru, and so on.
2. Connect intermediate classrooms with primary classrooms in a "Reader Buddies" program.
3. Teachers will promote social growth and positive character development through classroom incentives and Super STAR awards.
4. Utilizing the MTSS process, teachers share students in grade levels providing appropriate instruction to meet each student's needs. Classrooms rotate to each teacher in the grade level for a variety of instructional purposes based on district assessments. ELD students are provided specific instruction within their classroom/grade level to assist in learning English in a small group setting.
5. Staff and student council collaborate to create an upbeat and informative school reopening video.
6. Themed spirit days initiated by Student Council.
7. "Morning Announcement" videos during Distance Leaning.

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Ralph Dunlap Elementary School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 1220 Oak Knoll Road
Phone: (805) 938-8500

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School Safety Committee

Member Name	Position
Joe Schmidt	Principal
Brandi Glynn	Office Manager
Lee Berry	Custodian
Dana Borsch	Office Assistant
Shelley Robertson	Instructional Assistant - Resource
Alicia Johnson	Teacher
Aniko Taubenheim	Teacher
Jordan Reece	Parent
Tara Hendricks	Parent
Melissa Johnson	Parent
Sara Alter	Parent
Kelly Davis	Parent

Mission Statement

School Mission:
Ralph Dunlap Elementary School's mission is to have a learning community where students, staff and parents work in partnership to ensure a superior academic educational experience for students. All students will achieve their personal best in this collaborative environment that is equipped with the educational technology and resources to create life-long learners able to excel in a world of constantly changing technology, culture and social values.

Ralph Dunlap School seeks to provide for all students:
Safety arriving to and departing from school
Safety in the classroom
Safety on the playground
Safety in the hallways
Safety in the cafeteria/multi-use room
Safety from bullying, harassment, prejudice

Ralph Dunlap staff also promotes the following Guidelines for Success:
That our students will be:
Respectful
Responsible
Value Everyone
Engage in Learning

Ralph Dunlap Staff Commitments:
Be open to embrace changes and take risks.
Celebrate and educate our students and each other.
Be professional and accountable.
Protect instructional time.
Respect everyone's uniqueness and level of expertise.
Be consistent in implementing student expectations.
Be an encouraging, caring and supportive staff member.
Be enthusiastic, positive, motivated, fun and creative.

The Safe School Committee shares a common feeling with our students, parents, and staff in that Ralph Dunlap School is a safe, supportive, nurturing environment for all children. This "safe school" perspective comes from a deep commitment, belief and cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Ralph Dunlap's Students and Staff, (2) Ralph Dunlap School's Physical Environment, (3) Ralph Dunlap School's Social Environment, and (4) Ralph Dunlap School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Vision Statement

School Vision:
Ralph Dunlap School has a rich tradition of outstanding student achievement. To continue this practice of excellence, we will maintain high expectations and promote academic superiority for all students through essential curriculum. We will create rich, varied experiences in curricular learnings that accommodate different learning styles and abilities. We will foster a positive school climate that results from a caring community which respects and values diversity and provides a nurturing environment for positive self-esteem. This environment will be orderly, safe, inviting and stimulating for all. We will create an atmosphere where the staff learns, works and shares as a collaborative team and where the leadership is supportive, encouraging and fosters positive changes. We will build a cooperative link between home, school and community, that recognizes and embraces the unique community in which we serve.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
Students and their families are honored at bimonthly Student Recognition celebrations honoring student academic achievement and character.
Students are acknowledged by perfect monthly, trimester and yearly attendance.
Leadership and mentoring skills are fostered via the Big Buddies programs.
A physical education (PE) program in grades kindergarten through six, taught by a fully credentialed PE teacher, provides physical fitness instruction two times per week.
Weekly music instruction for all students in kindergarten through sixth grade is taught by a fully credentialed music teacher.
Weekly maker space and art instruction for all students in grades kindergarten through sixth grade.
Compass Learning, a computer based program, is utilized to provide intervention and enrichment opportunities for kindergarten through sixth grade students in reading, language arts and math after school up to three days a week.
Systematic Instruction in Phonological Awareness, Phonics, and Site Words (SIPPS) is implemented and progress is closely monitored for students who need reading support.
Support service providers are in place for our students (i.e. SDC, Resource, andSpeech).
Counseling services from an OUSD Counselor are available to the school.
The mainstreaming of Special Day Class and Deaf Hard of Hearing (D/HH) students into regular education classes has been a positive experience for all.
Health and well-being issues are taught during Growth and Development, Child Safe, Too Good for Drugs, and DARE instruction (6th graders). (As available during COVID 19 times)
Hearing and vision screening each fall is provided for our students by the District nurse, health assistants and parent volunteers.
A well defined Child Care Program meets the before and after school needs of our students.
Staff has the opportunity to review data from the California Healthy Kids Survey.
Staff attends professional development with various topics centered around teaching and learning.
Teacher collaboration occurs on a weekly basis during "early release" Wednesdays.
Teachers have 90 minutes weekly to collaborate as a grade level and plan tier one instruction.
PTA sponsored Red Ribbon Week activities promote awareness of the negative use of drugs, alcohol, and tobacco and provide refusal strategies for all students.
PTA sponsored activities and family nights promote a strong connection between home and school.

Areas of Concern:
Ralph Dunlap will support and build caring relationships among students, staff, and the school community.

Action Plan:

1. Continue implementing Positive Behavioral Intervention and Supports (PBIS) training with whole staff.
2. Work with staff to develop a plan to organize a Noon Sports League for 4th-6th graders.
3. Explore additional service learning activities such as collection drives for the Good Samaritan Homeless Shelter, Santa Barbara County Animal Shelter and Military Troops.

4. Explore opportunities to develop school spirit (i.e. Spirit Days on Fridays, wearing school mascot spirit wear and flying classroom "spirit" flags, etc.).
5. County of Santa Barbara and the CA Dept. of Public Health Guidelines are followed due to COVID 19

The School's Physical Environment

Areas of Pride and Strength:
School buildings and classrooms are well maintained. Necessary repairs are made promptly.
County of Santa Barbara and the CA Dept. of Public Health Guidelines are followed due to COVID 19
The Measure G bond was used to install new security fencing and reconfigure the admin office so there is only one point of entry on campus.
Monthly playground safety checks are completed and filed with the Maintenance, Operations, and Transportation department in the district.
The principal, teachers and classified staff provide for supervision as students arrive in the morning and depart after school.
The staff maintains an updated Emergency Response Plan. Evacuation, lock down, fire, and earthquake drills are executed on a regular basis.
Exit plans are posted in each classroom. In addition, every classroom/building has an emergency flip chart and a backpack filled with supplies.
The principal maintains vandalism logs, truancy logs and suspension/expulsion logs.
Playground boxes and playground equipment are monitored regularly for safety.
Student and staff restrooms are monitored regularly for cleaning and repair.
Eating areas on both playgrounds are monitored and table tops cleaned on a daily basis.
Students are taught about environmental education, and recycling is practiced school-wide.
Gates on the school's perimeter are locked during school hours.
The alarm system can be heard from all areas of the school campus.
Locks have been replaced allowing teachers and staff to lock classrooms from the inside of the room.
Teachers have access to phones in their classrooms.
A kindergarten before-school recess is monitored by a classified employee.
A garden statue honoring Dunlap's retired office manager is located near the office.
A rock honoring former principal Tony Brancato is featured in the front on the school.
Playground sand has been replaced with bark chips.
Classrooms are cleaned, sanitized, and vacuumed on a regular basis.
The administration wing and staff lounge is cleaned, sanitized, and vacuumed on a regular basis.

All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:
The Ralph Dunlap School community will continue to identify, address and resolve physical environment issues and concerns.

Action Plan:

1. Work with OUSD landscaper to continue maintenance of trees, plants and lawn areas.
2. Keep all campus gates locked during the school day.
3. Utilize garden grant to maintain school garden area with classroom involvement and parent support.
4. Require that all visitors and all volunteers "check in" with the office and receive badge/sticker before entering the campus.
5. Explore options for improving campus security after dark and on weekends to prevent vandalism and graffiti (i.e. video cameras, motion sensor lights, etc.).

6. Make sure electronic cords are secure and safe in the classroom

The School's Social Environment

Areas of Pride and Strength:
The principal is readily available to all members of the school community and is visible on campus and in classrooms.
The principal is supportive and involved in academic and character (social-emotional behavior) matters.
On a regular basis, the principal greets students and their families as they enter the school grounds in the morning and depart in the afternoon.
Expectations for student behavior are clearly communicated in the Parent Handbook and posted in classrooms.
All students and staff will participate in a "passport day" where school behavior expectations will be taught.
Students are updated on school happenings, rules and expectations during daily morning announcements.
Teachers establish firm and fair classroom rules and consequences.
A new parent orientation, in August of each school year, welcomes Kindergarten families and other new families to Ralph Dunlap School.
Sixth grade parents are invited to attend a Jr. High orientation in May for their transitioning child.
Fall and Winter conferences promote shared goal setting between teachers and parents.
Digital citizenship is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.
Teamwork is practiced during Big Buddy/Little Buddy program, Music program, Physical Education , maker space, art sessions and other Dunlap events.
Students are able to compete in academic and enrichment endeavors (i.e. Essay Contests, Spelling Bees, Battle of the Books, Author go Round, California Reads program, Math Super Bowl, and
PTA Reflections).
Students have opportunities to hold leadership roles on the school campus through membership in the , Recycling Program, Office Assistants and Big Buddies.
Theme days are planned by the student council to promote school spirit and a fun sense of community.
Assemblies, field trips, "Walk through…" programs, 6th grade Outdoor School and the Science Fair are outstanding ways students receive "hands on" learning experiences.
Regularly scheduled PTA activities bring the school community of parents, students and staff together for "Family Fun nights" and other social activities (i.e. Fall Festival, Reflections Night, Family Movie Night, Family Science Night, Family Bingo
Nights, Jog-a-Thon, etc.)
PTA and business sponsors provide financial support to school academic programs, field trips and special projects.
The school is open after hours and weekends for use by many community organizations (i.e. soccer, rugby, basketball and baseball teams, boy and girl scout groups, 4-H groups, etc.)

Areas of Concern:
Ralph Dunlap staff strives to make our school a welcoming learning environment where students feel connected with their teachers, their peers, and the other adults.

Action Plan:

1. The principal will make regularly scheduled visits to classrooms to "drop in", make observations and also discuss student behavior when necessary.
2. School staff will proactively monitor "hot spots" in the hallways and on the playground for inappropriate behavior.
3. Counseling services will be offered by an OUSD Counselor to teach coping and social skills to identified students.

4. Student anger issues will be addressed through counseling services and the site Psychologist.
5. Positive Behavior Intervention Support (PBIS) training for the entire staff.
6. The principal will coordinate with district personnel to plan a bus evacuation drill consisting of instruction in bus rules, expectations and emergency procedures.
7. The principal will continue to hold fire, earthquake, lock down, shelter in place, and disaster preparedness drills for staff and students.
8. Continued efforts will be made to minimize classroom disruptions thus maximizing instructional time.

The School's Culture

Areas of Pride and Strength:
The belief at Ralph Dunlap School is that every student matters and counts! This belief promotes a sense of connectedness, belonging and community.
Ralph Dunlap students are connected and involved in the school and parent involvement is highly encouraged and supported.
The principal is visible, approachable and attends PTA and other school events.
Staff possesses high standards and expectations for all students.
Staff at Ralph Dunlap strongly feel that every child on campus is "their" child and their responsibility.
Teachers participate in professional development opportunities throughout the year.
Teachers meet in grade level Professional Learning Communities to discuss standards, student learning, during Wednesday early release
Teachers meet for 90 minutes weekly as a grade level to discuss and plan tier one instruction.
There is a strong partnership between staff and all stakeholders.
A "New Parent Orientation" is held prior to the opening of the school year.
The office staff creates a "welcoming", friendly, helpful and supportive atmosphere.
There is a close rapport among staff members.
Student Success Team meetings bring staff and parents together to discuss how to assist struggling students.
Students in grades Kindergarten through 6th receive reading intervention support four days a week by an Intervention Teacher.
Several staff members are trained in Crisis Prevention and Intervention (CPI).
Student award programs recognize students for outstanding character development and are scheduled on a bi monthly basis.
Students in Kindergarten through 6th grade are recognized and honored for perfect monthly, trimester and yearly attendance.
Upper grade students mentor primary grade students via a "Little Buddies" tradition.
The PTA supports classroom instruction, field trips, and assemblies and provides resources for student enrichment and campus beautification.
School-home communication takes many forms: Friday folders, school on-line newsletter, ParentSquare, classroom newsletters, monthly PTA newsletters, parent-teacher conferences, phone calls,
social media, email, etc.
All parents accessed the Aeries student information system for the fall 2020 enrollment process.
Aeries offers parents the ability to view student progress (grades), district and state assessments, and other information from home.
Efforts continue to develop, maintain and enhance a Ralph Dunlap school garden.
Implementation of Positive Behavior Interventions and Supports (PBIS).

Areas of Concern:
The Ralph Dunlap School community will work together to support a comprehensive school wide approach to overall "connectedness," safety and learning.

Action Plan:

1. Staff will continue to collaborate with PTA about how best to welcome new students and their families to Ralph Dunlap School.
2. Continue to support the PTA on family oriented events and parent education topics.
3. Staff will promote social growth and positive character development through school-wide PBIS, Student Recognition, Perfect Attendance recognition, and Positive Referrals to the principal.

4. The staff will continue to develop their California State Standards and textbook adoption proficiency to focus instruction, assess student learning, and provide intervention and enrichment opportunities as a result of data analysis. These talks will occur during weekly PLC time.
5. The principal will provide teachers with NWEA and DIBELS assessment data to help them analyze student performance and to plan instruction based on such analysis.
6. Teachers will meet in Professional Learning Communities, weekly, to collaborate and focus on essential standards, common assessments, student results and student learning.
7. Teachers will continue to align grade level "essential standards" with California's State Standards.
8. Teachers will continue to attend training for curriculum implementation, best practices, and RTI practices.
9. Staff will develop a deeper awareness of and proficiency with on-line programs for student learning.

Appendix

Board Policy and Administrative Regulation

a) BP 0450 (a)—Comprehensive Safety Plan
b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
c) AR 5144.2—Suspension and Expulsion/Due Process
d) BP 5131.2 (a)—Bullying

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a) Student Handbook
b) Discipline Summary
c) Attendance Summary
d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
e) BP 3515.2—Employee Use of Technology
f) Discrimination and Harassment Policy (Annual Notification)

School Information

a) School Accountability Report Card (SARC)
b) Safe School Questionnaire
c) Safe Schools Planning Checklist
d) Disaster Services Workers
e) Electronic Network User Agreements (Student & Staff)
f) BP 4040—Employee Use of Technology
g) California Healthy Kids Survey

Lakeview Junior High School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 3700 Orcutt Road
Phone: (805) 938-8600

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School Safety Committee

Member Name	Position
Jonathan Dollahite	Principal
Janinne Salinas	Vice Principal
Riley Olney	Student
Lyric Ala	Student
Keri Kirkland	Teacher
Elizabeth Cutler	Teacher
Megan Fichter	Teacher
Brandon Lambert	Parent
Katy Smith	Parent
Alicia Penrod	Parent

Mission Statement

Lakeview Staff believes all students can learn. To achieve learning for all we agree to the following commitments:

· Provide a safe environment for all students and staff

· Address the needs of the whole child, academically, socially, emotionally and physically

· Build a strong connection to school for all students

· Adapt instructional practices to meet the changing needs of all students

Vision Statement

Our VISION is that all students at Lakeview Junior High School will experience equal access to a well-balanced, challenging education designed to prepare them to think, communicate and achieve to their fullest potential academically, socially, and personally.

VISION DEFINED:

DREAM

- Think outside the box
- Strive for better
- Imagine a better you
- Consider the possibilities
- Keep doors open
- Be Limitless
- See yourself beyond the now

BELIEVE

- Believe in yourself
- Believe in one's self to achieve goals
- Have confidence in yourself
- Believe in what your senses are telling you
- Believe in positive intentions
- Believe others care
- You can be an active participant in your future

ACT

- Take action and complete tasks!
- Behave Responsibly!
- Take Positive Risks!
- Keep up on Schoolwork!
- Treat people the way you want to be treated!
- Don't give up, keep trying, make adjustments!

ACHIEVE

- Feeling successful when meeting (short term and long term) goals
- Pride and confidence in what we achieve
- Demonstrating learning with improved grades and/or new skills.
- Extend knowledge beyond school.

“If it does not challenge you, then it doesn’t change you.”

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- The staff is well qualified, cohesive, innovative, and flexible.
- The principal and assistant principal are very supportive.
- The students are proud and cooperative.
- The community, parents and PTSA are very active and involved.
- The special education program is both inclusion and pull out. Special education students receive as many of their services within the general education classroom, along side their peers, as appropriate.
- Students give daily morning announcements and when necessary followed by a principal's announcement.
- Before school activities include enrichment classes and periodically math support classes.
- Numerous lunchtime activities (makerspace, pep rallies, music, tutoring, spirit competitions, library, etc.) are available for all students.
- A wide variety of elective courses are offered to infuse learning with technology, visual and performing arts, and career/real-world connections.
- After school activities include cheerleading, a homework center, maker space, and school sports are available for all students.
- 100% of the full time teachers have obtained SB 395, SB 1969, CTEL, CLAD or BCLAD certification.
- New staff members are paired with an onsite veteran teacher, in their curricular area, to facilitate transition to their new work environment. Teachers new to the District participate in the County Office of Education Teacher Induction Program along with a teacher mentor.
- New students are welcomed by the office staff and administration, then paired with a same grade student, and are given a tour of the school including a walk-through of their classrooms.
- Lakeview School has a website and staff homework websites for Home/School Communication and an electronic bi-weekly parent/staff newsletter is sent home by the principal.
- The Aeries Parent Portal provides access for parents to see current grades for each class.
- Phones in every classroom allow for voice mail capabilities.
- Parent nights at Lakeview (Back-to-School, Open House, Teacher/Parent Conferences, etc.) are well attended.
- Utilizing a Lakeview Student Handbook (developed by Lakeview staff) and a "Student Rights and Responsibilities" Handbook (developed by district personnel), students and parents are made aware of all school rules within the first two weeks of school (attendance, suspension and/ or expulsion policies, dress code, discipline procedures, sexual harassment, etc.).
- Child Safe workshops over a three-day period are conducted yearly for seventh grade students and parents - during non-COVID times).
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- The district and school have addressed the heavy backpack issue by purchasing and sending home with every student a set of classroom books.
- A Saturday School program was implemented as an option to off-campus suspension and an attempt to keep students eligible for graduation ceremony .
- The staff opens their classrooms for students during lunch, before school and after school.

Areas of Concern:

Continue to develop and maintain a family feeling on our campus. We strive to create an environment in which our students feel comfortable, cared for, and challenged to do their best. The culture of our school needs to be one that cares about each other. We must continue to find ways to meet the social, developmental, emotional, and athletic needs of each of our students.

Action Plan:

1. Explore ways to improve meaningful participation for all students.
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Continue to explore ways to meet the needs of those students who have not yet met standards.
4. Continue to develop opportunities to reward good behavior through incentive programs.

The School's Physical Environment

Areas of Pride and Strength:

- School buildings and classrooms are well maintained and attractive (especially considering the age of the school).
- Staff members annually review and update the School Disaster Plan.
- During school hours there is a single point of entry through the front office.
- The school is located in an area that is easily observed by passing motorists on a local freeway and surface street.
- A central Quad area allows our students to socialize in an area easily monitored by staff.
- The gym and fitness area are a source of school and community pride. The gym is not only used for junior high activities, but also by our district for district wide events, local youth sport groups and by the Santa Maria Parks and Recreation Department. School and field facilities are shared by other schools and community programs.
- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the School and District Disaster Plans.
- A supervision duty schedule is created every year. Teachers are on duty before, during and after school for student safety.
- Soccer and softball fields are continually used by the community and the school.
- The district worked with the school to construct a walkway on the south side of campus so the students could bypass an unsafe hill which created a traffic blind spot on an adjacent street (Harsin Street).
- The PTSA and school worked together to provide a covered outdoor lunch area to provide students another place to eat on campus.
- The PA system can be heard from all areas of the school campus.
- Locks have been replaced allowing teachers and staff to lock classrooms from the inside.
- There are two marquees in the front of the school which have information for parents and students about school events and is updated weekly by ASB students.
- Emergency backpacks have been placed in classrooms, gym, fitness center and multi-use room. Each teacher also has an emergency backpack filled with supplies and emergency flip chart.
- ASB has developed a successful recycling program.
- All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:

An area of concern is to upgrade the eating area for our students. Additional tables, trees, and landscaping for students will enhance the beauty of our campus. Classroom furniture needs to be continually upgraded. We also must concentrate on how technology is integrated in our classes. Examine safety aspects of our campus and explore possible improvements.

Action Plan:

1. Administrators, with help from the California Highway Patrol and the Santa Barbara County Planning Department, will investigate long-term solutions to heavy traffic problems in the school parking lot and frontage road before and after school.
2. The school and ASB will continue to search for ways to improve student pride so acts of vandalism are reduced and reported in a timely manner.
3. Continue to work with the Orcutt Youth Softball Association (OYSA) to maintain the softball fields and the adjacent parking areas.

4. Examine safety concerns on campus related to our Intruder drills at all times during the day (including nutrition break, lunch, and passing times).
5. Conduct regular staff discussions regarding our reactions to crisis events. This would include all disaster and safety drills.

The School's Social Environment

Areas of Pride and Strength:

- Active and innovative administrators who are skilled in participatory management.
- Lakeview Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- An electronic newsletter informs parents and families about school activities.
- Lakeview holds high expectations for our students and provides numerous opportunities for each student to succeed. Teachers are available before and after school to assist students.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities are available to all students, including basketball, track, volleyball, cheerleading, drama, etc.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- Numerous school and/or PTSA sponsored activities are offered on a regular basis (assemblies, night dances, spirit weeks, etc.).
- The school has a flexible schedule. Four days of the week are devoted to a regular schedule. One day a week is a PLC/SEO schedule which allows additional student intervention and professional

collaboration.

- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is approximately ten weeks in length. Progress reports are issued at least once

at mid- quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at Parent/Teacher/Student Conferences held in the gym in quarters one, two

and three (during non-COVID times).

- Professional Learning Community (PLC) days have been built into the schedule to give teachers time to meet and collaborate on curriculum and assessment.
- The ASB has a program called COTY (Class of the Year) to foster team building, cohesiveness and overall school spirit.
- Positive incentive and recognition programs encourage good behavior (Front of the Line passes, In N Out certificates, etc.).

Areas of Concern:

To continue to address the social environment we create for our students at Lakeview. Find ways to enhance the presence and leadership of our ASB. Continue to develop and explore additional ways to keep our school vibrant and exciting for our students.

Action Plan:

1. Investigate the possibility of introducing new programs to address student needs (peer counseling, student mediation, etc.).
2. Improve the use of identification badges by all staff members.

3. Review all counseling services for our at-risk students.
4. Improve and expand our character education practices on campus.
5. Examine the anti-bullying programs and assemblies available to schools. Talk about bullying with our staff and students more often.
6. Use PBIS to assess areas of concern from the students' point of view.
7. Provide regular Social Emotional Lessons

The School's Culture

Areas of Pride and Strength:

- There is a rigorous academic program for all students with high expectations and the opportunity for all students to succeed.
- Consistent behavioral expectations are in place.
- There is a very active ASB who sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- A Lakeview Newsletter is published and sent electronically to over 500 parents.
- A community liaison is available to help communicate with our Spanish speaking parents and members of the community.
- A Community Interview Day is offered during the year to develop a link to the community.
- An SST/ATC process is in place to ensure identification of at-risk students' needs and to foster collaboration to assist student learning.
- Student recognition (Student of the Quarter, Honor Roll and improved GPA) programs, with parent involvement, recognize students for improvement and success.
- Positive incentive programs are in place to reward and encourage good character and behavior

Areas of Concern:

- Increase involvement in school wide activities by our students.
- Positive incentive programs are in place to reward and encourage good character, behavior and academic achievements.

Action Plan:

1. Development and enforcement of clearer expectations for appropriate dress and behavior.
2. Development of strategies to build a sense of family within the school (i.e. every child can succeed and every child is important).
3. Explore practices to involve more students in our ASB activities.
4. Continue character education building activities. Explore other activities that will help us.

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f) Discrimination and Harassment Policy (Annual Notification)

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e) Electronic Network User Agreements (Student & Staff)
f) BP 4040—Employee Use of Technology
g) California Healthy Kids Survey

Orcutt Junior High School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 608 Pinal Street
Phone: (805) 938-8700

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Member Name	Position
Kelly Osborne	Principal
Jared Banks	Vice Principal
Ernie Salinas	Teacher
Kacie Jackson	Teacher
Tania Griffith	Community Liaison
Jennifer O'Kane	Classified
Joel Arrellano	Parent/ELAC Represenative
Lisa Lopez	Parent
Faith Lopez	Student
Jordan Lopez	Student

Mission Statement

The mission of Orcutt Junior High School is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower students to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Vision Statement

We envision an Orcutt Junior High School where

Students come first on a campus that

- Provides a caring and supportive environment
- Has high expectations for achievement and conduct of all members of the school community
- Accommodates individual needs in a timely manner

All students and staff learn through access to

- Rigorous core curriculum in all disciplines
- Current technology and ongoing training in the use of that technology
- Extracurricular and professional development opportunities

Communication among all members of the campus community is promoted through

- Formal and informal processes for staff communication/idea sharing
- Ongoing opportunities for students to develop and exhibit communication skills
- Active parental participation in the education process

Our campus environment accommodates the needs of our population by

- Instilling and fostering school pride
- Providing a clean, safe campus
- Maintaining well designed and arranged classrooms
- Promoting an ongoing campus beautification program

The Safe School Committee shares a common feeling with our students, parents, and staff in that Orcutt Junior High School is a safe, supportive, nurturing place for children. This "safe school" perspective comes from a deep commitment of cooperation from parents, community members, staff, district personnel, students, and law enforcement. In the development of this plan the Committee has followed the recommendations of the California Department of Education School Safety and Violence Protection Office document, Safe Schools: A Planning Guide for Action. In this document we will attempt to cover four major components including (1) Personal Characteristics of Students and Staff,

(2) The School's Physical Environment, (3) The School's Social Environment, and (4) The School's Culture. This plan provides a template for maintenance of current programs and development of new programs to enhance the safety of our school.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:

- OJHS has three Special Education Day Classes serving students with severe physical and learning challenges, and one Deaf and Hard of Hearing class.
- OJHS students are accustomed to working with peers of varying abilities.
- A supportive, caring, and involved staff.
- Classrooms open before school, at lunch, and after school for additional help.
- Careful and complete at-risk student identification process.
- Positive communication with feeder schools regarding students.
- Intervention programs for students with special needs or attention.
- A comprehensive Physical Education/ Health program offered to all students.
- Proud and cooperative students.
- Involved parents, PTSA, ELAC, and community.
- Elective selections within student schedules.
- ASB activities, fundraisers, school spirit days, and assemblies.
- School dances three times a year.
- Intervention classes for reading and mathematics.
- Staff has incorporated academic language, Critical Thinking, STEAM, Close Reading, and sentence frames as a part of daily instruction.
- Full inclusion special education program.
- Morning video announcements by the Journalism class.
- After school activities include cheerleading, Robotics, homework/tuoring club, band/drum line and competitive sports teams.
- 100% of the full time staff members have obtained SB395, SB1969, CLAD or BCLAD certification.
- ASB provides leadership opportunities for students.
- The breakfast and lunch program feeds hundreds of students daily.
- We provide a healthy snacks nutrition break every day.
- Health, dental, vision, and scoliosis screening take place every year.
- New students are welcomed by the office staff and principal and are then paired with an Orcutt student and are given a tour of the school.
- Orcutt Junior High website and Parent Square are used regularly for Home/School Communication.
- Phones in each classroom allow for voicemail capabilities.
- PTSA sponsored Red Ribbon Week activities promote drug, alcohol, and tobacco awareness and refusal skills for all students.
- The staff has built and sustained Professional Learning Communities to enhance staff collaboration and student achievement.
- Child abuse workshops over a three day period are conducted yearly for seventh grade students and parents.
- Utilizing an Orcutt Junior High School Student Handbook (developed by the school staff) and a "Student Rights and Responsibilities" Handbook (developed by

District personnel), students and parents are made aware of all school rules within the first week of school (suspension and/ or expulsion policies, dress code,

discipline procedures, sexual harassment, etc.).

Areas of Concern:
School Culture and prior year discipline rates (specifically disruptive behavior) for classroom as well as throughout the campus.

Action Plan:

1. Continue to develop staff professional growth opportunities.
2. Continue to evaluate existing discipline policies particularly in reference to disruptive students and alternative disciplinary measures.
3. Constantly review dress code policy for students, and make concessions if appropriate.
4. Healthy choices and positive peer relationships are a focus in 7th grade Health classes and Physical Education. At least two of the lessons will be facilitated by the School Counselor.
5. Upgrade and improve the overall facility.
6. Expand the use of technology in the classroom.
7. Explore ways to improve meaningful participation, and positive behavior choices for all students.
8. Incorporate various Response to Intervention strategies as outlined by the Mike Mattos professional development trainings.
9. Encourage use of Bully Button on school website and QR Code to anonymously report bullying on campus.
10. Promote with students and staff the idea of "If you see something, then say something" as a means for early intervention of students in a crisis.

The School's Physical Environment

Areas of Pride and Strength:

- County of Santa Barbara and the CA Dept. of Public Health Guidelines are followed due to COVID 19 as needed.

The school buildings and classrooms are well maintained and painted. Modernized Room 1 functions well for both Science and STEAM.

- The principal, vice principal and teachers provide for sidewalk safety and traffic flow in the parking lot as students arrive in the morning and depart in the afternoon.
- The campus is secured by an alert staff (we have partial security fencing that should be completed in 2021); unwanted visitors are quickly observed and confronted.
- The staff maintains an updated School Disaster Plan. Evacuation drills are called on a regular basis.
- The parking lot has been redesigned and traffic patterns modified to improve on student safety needs.
- The administration maintains vandalism logs, truancy logs, and suspension/expulsion logs.
- Student and staff restrooms have been modernized and are monitored regularly for cleanliness and good repair.
- We have a designated Gender Neutral restroom with appropriate signage. Another restroom has a handicap button to operate the door.
- Locks have been replaced allowing teachers and staff to lock rooms from the inside.
- Disaster drills, including earthquake, fire and intruder alert, are placed on the calendar and coordinated closely with the school and district disaster plans.
- A school wide evacuation drill is coordinated by the district.
- The alarm system has been upgraded and can be heard from all areas of the school campus.
- Our gym and fitness lab are a source of school and community pride. The gym is not only used for junior high activities, but also by Orcutt Academy High School, local youth sport groups, and by the Santa Maria Parks and Recreation Department.
- The school is viewed by the community as their park.
- Durable, numbered signs that represent classroom numbers have been posted on back fence for drills and emergencies.
- Emergency Management Guides are in every classroom and used with every school safety drill.

All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:
A safe, secure, and student friendly campus to facilitate school spirit, and connectivity.

Action Plan:

1. Trim trees as needed to avoid limbs falling.
2. Continue upgrades to Makerspace and Library.
3. Replace/refurbish Fitness Center equipment.
4. Continue to stagger the parking location of the school buses after school in order to block the traffic from driving through the parking lot.

5. Utilize sandwich-board type signage to communicate the parking and traffic restrictions of our parking lot.
6. Implement PBIS Rewards to encourage students to make positive choices (PRIDE).
7. Research and possibly install devices to detect vaping in the school restrooms.
8. Install a water filtration system on the campus for the purpose of filling personal water bottles.
9. Set-up a student store to redeem PBIS Rewards points.
10. Display PRIDE behavior expectations around the campus.

The School's Social Environment

Areas of Pride and Strength:

- Orcutt Junior High School is a closed campus. Parents or visitors on campus must wear an identifying badge.
- Orcutt holds high expectations for our students and provides numerous opportunities for each student to succeed.
- Students exhibiting positive choices are electronically issued PBIS Rewards points.
- Teachers open their classrooms before school, at lunch and after school.
- Makerspace and Library are available to students throughout the school day.
- ASB sponsored activities give students positive activities during the lunch hour.
- Various school teams and before and after school activities (basketball, track, volleyball, cheerleading, Robotics, band/drum line, etc.)
- The school's administrators are actively involved in curricular matters, are readily available to all members of the school community, and are visible on campus.
- On a daily basis, the administrators greet students as they enter the school in the morning, during lunch, and when they depart in the afternoon.
- Parent-Teacher Conferences are held three times during the school year in the gymnasium to promote shared goal setting between teachers and parents.
- Regularly scheduled activities bring parents, students, and staff together for social activities.
- The PTSA and the School Site Council are active parent/student/teacher organizations on campus.
- Student trips are offered to high achieving students in both seventh and eighth grade.
- The school operates on a quarter/semester schedule, with four quarters and two semesters in the year. Each quarter is nine weeks in length. (Shedules vary during COVID times to accommodate changes in blended/distance settings.)
- Progress reports are issued mid-quarter and report cards are issued at the end of each quarter. Parents can pick up their student's report card at the

Parent/Teacher conferences held in the gymnasium and they are mailed home.

- Bully Button on the school's website is available to report incidents. QR Code is also posted around campus.
- Professional Learning Community (PLC) days meet every Wednesday morning; teachers collaborate on curriculum, assessments, and student learning.
- A recycle program promotes a clean campus.
- Active participation in the district attorney's truancy program for Santa Barbara County.
- 7th graders attend a WOW day prior to the first day of school to get introduced to the school campus and staff. Students are introduced to our PRIDE acronym which focuses on positive behavior expectations.
- Leadership committee reviews results from the California Healthy Kids Survey and plans accordingly.

Areas of Concern:

Student activities designed to make kids feel safe and connected at school thus decreasing truancy rates in both grade levels.

Action Plan:

1. Utilize the services of a full-time Counselor for students needing academic and social/emotional support.
2. School site management will continue to provide for safety and disaster preparedness activities and drills.

3. Continue efforts to minimize classroom disruptions; instructional time will be maximized.
4. Train Leadership Team and site administrators on Positive Behavioral Interventions and Supports (PBIS).
5. Continue the changed bell schedule to create a 7th period block four days per week to provide enrichment and intervention lessons.
6. Implement restorative approaches to student discipline.
7. Create opportunities for students to be problem solvers. Implement Students Leading Education (SLED) program.
8. Continue to support and expand Project Google - a community service elective that uses the Google Suite to execute the projects.
9. Provide students with a minimum of three Digital Citizenship lessons throughout the school year.
10. Routinely consult with School Psychologist regarding students with social and emotional challenges.

The School's Culture

Areas of Pride and Strength:

- There is a rigorous program for all students with high expectations and the opportunity for all students to succeed.
- Parents and students regularly report that they feel "connected" to the school.
- The PTSA supports classroom instruction, provides field trips, schedules and finances assemblies, and provides resources for school beautification.
- Consistent behavioral expectations aligned with Mustang PRIDE are promoted.
- A strong, consistent dress code policy is enforced.
- There is a very active ASB and Student Body involvement in Community Service projects.
- The ASB sponsors many spirit days throughout the school year to encourage school spirit and student involvement.
- School principal sends out a Bi-monthly bulletin to parents for purpose of keeping parents up to date on school activities.
- An Orcutt "Mustang Madness" newsletter is published by students every month.
- A Community Interview Day is offered during the year to develop a link to the community.
- Intervention and enrichment classes are offered for identified students and students wishing to expand their educational experiences.
- Our morning video announcements set the tone for the day with spirited students reporting the school news.
- Our PE program has fitness programs and activities designed for all students.
- Our cafeteria provides lunches and nutrition snacks that please all our students.
- Teachers take a serious interest in the lives of their students.
- Student recognition programs take place regularly such as PBIS Rewards, Student of the Month, Honor Roll, and others.
- An SST program is in place to ensure early identification of and collaboration to assist learning needs.
- Students help maintain a clean and orderly campus.
- Teachers and parents maintain high standards and expectations for all students.
- Mass text, email, and phone message lists have been generated to inform parents of upcoming dates and events such as progress reports, parent conferences,

Back to School Night, etc.

- Student discipline is an opportunity for reflection, restitution, and personal growth.

Areas of Concern:
Communication among all stakeholders to enhance and improve school culture.

Action Plan:

1. Continue to improve communication with parents via ParentSquare, e-mail, newsletters, school websites, Aeries portal, school newspapers, etc.
2. Use feedback from feeder schools to be proactive in student placement.
3. Utilize the services of the Community Liaison.

4. Facilitate a minimum of four ELAC meetings. An ELAC representative will participate on the School Site Council and DELAC.
5. Expand the use of Aeries to increase communication between staff and administration.
6. Continue professional growth opportunities for all staff members.
7. Continue to make parents feel a part of the school events.
8. Expand the use of ParentSquare for the vast majority of school communication.
9. Encourage parents and guardians to use ParentSquare to create a dialogue between themselves and the school's staff.
10. Raise funds to purchase a digital marque for front of school.

Appendix

Board Policy and Administrative Regulation

a) BP 0450 (a)—Comprehensive Safety Plan
b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
c) AR 5144.2—Suspension and Expulsion/Due Process
d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

a) Evacuation Map
b) BP 3516—Emergencies & Disaster Preparedness Plan
c) Disaster Drill Schedule
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a) Student Handbook
b) Discipline Summary
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d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
e) BP 3515.2—Employee Use of Technology
f) Discrimination and Harassment Policy (Annual Notification)

School Information

a) School Accountability Report Card (SARC)
b) Safe School Questionnaire
c) Safe Schools Planning Checklist
d) Disaster Services Workers
e) Electronic Network User Agreements (Student & Staff)
f) BP 4040—Employee Use of Technology
g) California Healthy Kids Survey

Orcutt Academy K-8 Campus

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 480 Centennial Street, P.O. Box 161, Los Alamos, CA 93440
Phone: 805-960-5530

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School Safety Committee

Member Name	Position
Joe Dana	Principal
Jared Banks	Assistant Principal
Stacey Lovell	Teacher
Isabel Riggs	Teacher
Kathleen Stevenson	Office Manager
Ernesto Vela	Custodian
Brad Gitchell	OUSD Director of Maintenance and Operations
Roy Dugger	City of Santa Maria Emergency Services Specialist

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."
Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, the Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
Teachers emphasize character education with students. A character trait (e.g., “Honesty”, “Compassion”, etc.) is taught each month. Character Awards are part of the student recognition program.

Leadership, community service, and mentoring skills are fostered via student family groups, the ASB, and campus clubs and teams.

The ASB promotes school spirit by planning schoolwide “spirit days”.

A Campus Connection childcare program is available to students both before and after school. The program is located at Pine Grove School.

The school has a continuum of support available for students with academic, behavioral, and other needs (i.e. Resource, Speech, counseling, and other services).

PTSA sponsored activities and “family nights” promote a strong connection between home and school.

Health and well-being issues are taught during Growth and Development, ChildSAFE lessons, Too Good for Drugs, and Drug Abuse Resistance Education (DARE).

The size of the school enables all staff to know all of the school’s students. Staff feel connected to all children, not just the children in their respective classrooms.

Students are taught about environmental education, and recycling is practiced school-wide. The OAK-8 FIRST Robotics Team initiated the addition of two recycling bins for the playground.

Extracurricular sports offerings include volleyball, basketball, and track. Lunchtime sports also are an outlet for students in grades 3-8.

During the 2018-2019 school year staff participated in a series of tabletop scenarios to consider how they would respond to various emergency situations. The scenarios were well received.

In 2019-2020 the district organized a staff development day about social-emotional learning by Doug Fisher, an expert on the topic. The day was well received.

The district has updated a presentation on social media for staff. All staff will be shown the presentation during the 2020-2021 school year.

Areas of Concern:
1. This is the sixth year for OAK-8 on the Los Alamos campus it shares with Olga Reed School. Students, families, and staff desire to preserve their unique "OAK-8" school identity and culture even while sharing a campus with another school.

2. Special attention needs to be paid to making sure OAK-8 and Olga Reed continue to share a campus harmoniously and with a focus on the best interests of students. As possible, it is helpful to plan joint ventures involving both schools.

3. Staff would like to continue to drill for emergency situations and to reflect on site implementation of district emergency procedures.

4. Staff would like to expand their knowledge of social-emotional learning.

5. Staff need to be trained in health guidelines and protocols associated with the COVID-19 pandemic.

Action Plan:

1. Continue the school start-of-school-day ritual of meeting as a group for school announcements, the Pledge of Allegiance, the Spartan Creed, and calisthenics. Maintain a morning recess that is for OAK-8 students only. Continue to plan activities such as field trips that are for OAK-8 only. Continue to plan regular activities for student family groups consisting of one student in each of grades TK-8 (9-10 students per group). The groups will meet periodically to accomplish a variety of tasks, including group discussions, art, games, and cooperative learning. The groups are intended to encourage leadership skills in older students, improve cross-age communication, and facilitate problem solving. Importantly, the student family groups will keep OAK-8 students connected across classrooms. Finally, staff and PTSA will continue to plan an end-of-year school outing at the nearby Los Alamos County Park or the Orcutt Community Park.
2. Continue joint staff meetings at which staff from OAK-8 and Olga Reed can review and discuss issues pertaining to having two schools share a campus. The school principal will continue to provide regular communication, so staff from each school know what is happening at the other school. Staff will continue to organize lunchtime sports activities, dances, music/arts activities, field trips, and other activities that bring together students from the two schools. Continue to offer volleyball and track teams that include junior high school students from both schools.
3. Continue to implement emergency drills for emergency situations such as fire, earthquake, lockdown, shelter-in-place, etc. The principal will attend a workshop on the procedure for an active shooter.
4. During the pandemic, staff will prioritize social/emotional learning and teacher-student relationships. Time will be set aside weekly for social/emotional curriculum. An OAK-8 teacher will make a presentation on social/emotional learning (specifically empathy) at the district's November professional development day.
5. The district will provide training to staff on health guidelines and protocols for COVID-19.

The School's Physical Environment

Areas of Pride and Strength:
OAK-8 has access to quality facilities on its Los Alamos campus. In addition to its five classrooms and the office, OAK-8 has a classroom -- a "Discovery Room" -- that is devoted to hands-on learning in science and the arts as well as academic intervention. OAK-8 also has access to the rest of the campus, which includes a cafeteria, a gym, a library, a computer lab, a science lab, a playground, a tennis court, a track, a field, and a school garden.

Over the summer, the district modernized the cafeteria and adjoining restrooms in a project funded by Measure G. The previous summer, the district installed perimeter fencing and gates (also funded by Measure G) that have enabled the campus to be secured during the school day. In association with this improvement, the two schools have combined their offices and now have one centralized office. Staff are appreciating a new, centralized staff lounge for both OAK-8 and Olga Reed.

Although some of the facilities are deteriorating and can be modernized (see "Areas of Concern"), the facilities in Los Alamos generally are kept up well. The school custodians provide regular attention to facilities, and the district's maintenance department and grounds crew do an excellent job with maintenance of facilities and grounds. Work orders are responded to with promptness and proficiency.

Earthquake, lockdown, shelter-in-place, and fire drills are practiced throughout the school year. The school is located just blocks down Centennial Street from a Santa Barbara County Fire Station.

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency binder and a backpack filled with supplies.

Staff and volunteers wear ID badges.

After considerable modernization work in 2014, the gymnasium is in very good condition. Among other improvements, the gym received new roofing, new ceiling tiles, new seismic supports, new lighting, and new windows. This is important, as the gym will be a place for school assemblies, school performances, P.E., indoor recess on rainy days, and much more.

Most classrooms on campus, including all OAK-8 rooms, have heating and air conditioning. This is valuable in an area that has a wide disparity of temperatures (from mid-20s to 100-plus) during the school year.

The school garden is a focal point for student learning and fun with regard to agriculture, gardening, science, and healthy food choices.

The middle sandbox (the sandbox with swings and some play equipment) has been filled with a fresh shipment of fibar (wood chips). Students are appreciating the newer, softer, more safe fall area.

The district has installed automated external defibrillators (AEDs) on campus.

All county and safety health guidelines for COVID-19 are being followed.

Areas of Concern:

1. Many of the facilities are in need of modernization and/or repair. Rooms 9-14, which are older modular classrooms, have been suffering roof leaks and water damage following rainstorms. In addition, the rooms suffer odor and damage caused by skunks and other rodents inhabiting below the buildings and even above classroom ceilings. Several rain gutters need to be repaired. The condition of the restrooms adjacent to the OAK-8 classrooms is poor. In some classrooms, intercoms can be improved.

2. Graffiti and vandalism occur rarely, but staff still would like to keep an eye on what happens on campus after hours and on weekends.

3. The campus' capacity for wifi and Internet is continually taxed. Staff continue to experience issues with slow Internet speed.

4. School grounds are in need of attention. The soccer field features numerous holes and mounds, and the track is rough and in need of leveling.

5. Staff and parents have voiced concerns about insufficient lighting in the front parking lot. The lot is very dark in the evening.

Action Plan:

1. Work with the district on site facilities needs in association with the implementation of Measure G projects.
2. The school principal will have dialogue with the district about the potential installation of cameras to monitor what happens on campus after hours and on weekends. In addition, the campus will continue to invite neighbors and local residents to keep an eye on the campus after hours and on weekends.
3. Work with district's Technology Department on improvements for wifi and internet bandwidth. The district's executive director for technology and educational services is collaborating with the Santa Barbara County Education Office on improved internet access for the campus.
4. Work with the district on site grounds needs in association with the implementation of Measure G projects.
5. Work with the district to add lighting to the front parking lot.

The School's Social Environment

Areas of Pride and Strength:
OAK-8 and Olga Reed School have launched a campus-wide implementation of a Positive Behavioral Interventions and Supports (PBIS) program. This includes streamlined expectations for student behavior that are based on an acronym, REACH; tickets for prize drawings that can be given to incentivize positive behavior; and documentation of office referrals so as to identify needs and trends. Staff outlined the new expectations at the start of the year with a presentation by the principal and subsequent "passport" stations whereby staff go over specific expectations for campus locations such as the playground, restrooms, cafeteria, etc. The program has paused during the pandemic but staff are excited to resume PBIS when students are back on campus.

Teachers establish firm and fair classroom rules and consequences. As a result, there are few instances of students referred to the school office for administrative attention. The suspension rate (< 1 percent) and expulsion rate (no students have been expelled) have been very low at OAK-8.

Student attendance (hovering around 96 percent in recent years) has been relatively high.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy agreement before students access the Internet.

Students are able to compete in academic endeavors (i.e. Lego League, Spelling Bees, Battle of the Books, North County Math Superbowl, and PTA Reflections).

The PTSA sponsors many social activities throughout the school year to facilitate the school community getting to know each other.

Students have opportunities to hold leadership roles in the school through the Associated Student Body, campus clubs, and family group activities.

Theme days are planned by students to foster school spirit.

Areas of Concern:
1. While PBIS is under way on campus, staff will need to develop an approach to addressing the needs of students with chronic behavioral issues.

2. As possible, staff would like to plan activities and events that unify OAK-8 and Olga Reed.

3. The school is receiving complaints from both parents and the Transportation Department about the behavior of some parents at school bus stops. Staff would like to implement steps to facilitate improved behavior.

Action Plan:

1. A cadre of staff, including the principal and assistant principal, will continue to work on "Tier 2" implementation of PBIS. The focus will be to develop strategies for helping students with chronic behavioral issues. Additionally, the team will analyze data on office discipline referrals to identify "chronic" students.
2. Seek collaboration between the OAK-8 and Olga Reed PTSA units on school events such as the Harvest Festival. Continue to have the schools' ASBs to plan "joint" dances for students in grades 6-8. Hold staff socials for staff from both schools. Continue planning parent education nights for parents of both schools.

3. Work with district Transportation Department and California Highway Patrol to identify steps that can lead to improved parent behavior at bus stops.

The School's Culture

Areas of Pride and Strength:
There is a strong partnership among students, staff, parents, and family members. Because parents need to "choose" to have their children attend the school, there is strong buy-in among parents.

Parent involvement is highly encouraged. Many parents volunteer in classrooms.

There is a close rapport among staff members.

Student award programs recognize students for academics, citizenship, effort, and cooperation. The PTSA reinforces this by periodically running an Academy Store.

The school has a regular weekly e-mail newsletter that is appreciated by parents. The staff counselor sends out a periodic newsletter for parents.

Areas of Concern:
1. Staff and parents desire to continue to improve methods of school-home communication.

2. Staff would like to seek more involvement from parents. At the same time, continue to do background checks (Megan's Law) for all regular school volunteers.

Action Plan:

1. Expand use of Parent Square as a platform for school-home communication. Parent Square allows the school and individual classroom teachers to send out email messages, texts, and robocalls. Make parents aware of Peachjar, the platform used for community flyers.
2. Work with PTSA to involve more parents in school and PTSA activities and events.

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Board Policy and Administration Regulations
a. BP 0450 (a) - Comprehensive Safety Plan
b. BP 5141.4 - Child Abuse/Neglect and Reporting Requirements
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Olga L. Reed School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 480 Centennial Street, P.O. Box 318
Phone: 805-960-5530

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Jared Banks	Assistant Principal
Kathleen Stevenson	Office Manager
Ernesto Vela	Custodian
Mike Luis	Teacher
Norma Guzman	Parent
Maria Hernandez	Parent
Cristina Morelos	Parent
Monica Robles	Parent
Brenda Galvez	Community Liaison
Brad Gitchell	District Director of Maintenance, Operations, &

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."
Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Vision Statement

While maintaining its current positive practices, Olga Reed School will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
The size of our staff and student body promotes an environment where each child's needs are understood and met by all staff members, and at the same time, students feel comfortable seeking help from all staff members.

To support student achievement, English Language Development (ELD) and academic intervention are a fully integrated part of each school day.

ASB membership is available to students in grades 4-8. Classroom elections are held to identify class representatives. An election among students in grades 4-8 identifies students to serve in executive positions. The ASB promotes school spirit by planning school-wide "spirit days" and community/public service projects. The ASB also runs monthly awards assemblies.

To provide our students opportunities to grow outside the academic curriculum, we now offer two P.E. periods each week per student, as well as classroom instruction in music, visual arts instruction, and a voluntary band program.

Community service is an expectation for 7th and 8th grade students, who must earn 5 hours and 8 hours respectively per school year. Eighth graders must accomplish the community service requirement in order to graduate on stage.

A Parent Teacher Student Association (PTSA), now in its 10th year, is active at the school. During normal (non-pandemic) times, the organization organizes school events and raises funds to support the wide array of school activities. Parents also may participate in Parents in Action (Padres en Accion), a group facilitated by the community liaison (Brenda Galvez) that meets on Wednesday mornings.

The After School Education and Safety (ASES) program provides the great majority of our students an extended day with homework support, enrichment, and physical fitness activities (during non-COVID times).

The addition of the Orcutt Academy's K-8 program to the campus maximizes use of facilities on campus while adding to the social environment for students and staff. Olga Reed and the Academy are sharing the campus and having a common lunch schedule while maintaining separate schedules and programs.

The presence on campus of a County Special Education classes for students with severe needs is much appreciated by everyone. Olga Reed students and staff have great affection for the students and staff in the class.

The school garden is a place of learning, school unity, and community support. Christina Fenske, a teacher who serves as garden educator, does excellent work with students.

Health and wellbeing issues are taught during Growth and Development lessons, ChildSAFE lessons, Too Good for Drugs lessons, and DARE. (DARE is implement during non-COVID times.)

During the 2018-2019 school year staff participated in a series of tabletop scenarios to consider how they would respond to various emergency situations. The scenarios were well received.

The staff emphasizes Social Emotional well-being with SEL lessons at least weekly during COVID times. A recent professional development day by Doug Fisher was well-received. Concepts continue to be implemented.

Areas of Concern:
1. Continuing attention needs to be paid to making sure Olga Reed and the Orcutt Academy share the campus harmoniously and with a focus on the best interests of students.

2. The PTSA needs to continue to be viewed by staff, parents, and students as a venue in which all stakeholders can unite in support of the school.

3. Staff would like to continue to drill for emergency situations and to reflect on site implementation of district emergency procedures.

4. Staff would like to expand their knowledge of social/emotional learning.

5. Staff need to be trained in how to follow all COVID-19 restrictions required by the County Department of Public Health.

Action Plan:

1. Continue joint staff meetings at which staff from Olga Reed and the Orcutt Academy can review and discuss issues pertaining to having two schools share a campus. The school principal will continue to provide regular communication, so staff from each school know what is happening at the other school. Staff will continue to organize lunchtime sports activities, dances, music/arts activities, field trips, assemblies, and other activities that bring together students from the two schools.
2. When the school emerges from COVID-19 restrictions, the PTSA will work to organize events that build its brand and unite staff and families at the school. These events will include large events such as the Harvest Festival and the Cinco de Mayo celebration, and smaller events such as the school Jog-A-Thon. The PTSA will work to provide communication about its work in school newsletters and social media such as Facebook. The PTSA will collaborate with the OAK-8 PTSA on events for both schools.
3. Continue to implement emergency drills for emergency situations such as fire, earthquake, lockdown, shelter-in-place, etc. The principal will attend a workshop on the procedure for an active shooter.
4. Staff will prioritize social/emotional learning and teacher-student relationships during the period of distance learning necessitated by the COVID-19 pandemic.
5. The district will provide training for staff in COVID-19 health guidelines and best practices for educating students during a pandemic.

The School's Physical Environment

Areas of Pride and Strength:
The facilities generally are well kept. The school custodians provide regular attention to facilities, and the district's maintenance department and grounds crew do an excellent job with maintenance of facilities and grounds. Work orders are responded to with promptness and proficiency.

Over the summer, the district modernized the cafeteria and adjoining restrooms (project funded by measure G). The previous summer, the district installed perimeter fencing and gates (also funded by Measure G) that have enabled the campus to be secured during the school day. In association with this improvement, the two schools combined their offices and now have one centralized office.

Thanks to the district's 1:1 technology initiative for the 2020-2021 school year, all students now have their own device (either iPad or Chromebook). Additionally, numerous WiFi hot spots and Kajeet Smart Spots have been distributed to assist with internet access in Los Alamos.

Our school boasts the most modern and visually appealing library facility in our district. In addition to rows of shelves stocked with books to meet the reading levels of all our students, the library has a separate reading room and ample space to also serve as an ideal location for staff meetings, training, PTSA meetings, etc. The library also has a makerspace area that has become very popular with students.

After considerable modernization work done in 2014, the gymnasium is in very good condition. Additionally, three rooms off the gym are now fully functional and are being used by the speech therapist, the psychologist, the counselor, the Teacher on Special Assignment (TOSA), and the People Helping People nonprofit foundation.

Ample real estate exists on our campus to meet the physical needs of staff and students. In addition to a playground area that consists of multiple basketball courts, a tennis court, swingsets, and two playground structures, we have a full-size soccer field and track used to support P.E. instruction. Additionally, a large baseball field containing two diamonds (presently unused) sits at the western edge of our campus.

Earthquake, lockdown, shelter-in-place, and fire drills are practiced throughout the school year. The school is located just blocks down Centennial Street from a Santa Barbara County Fire Station.

The Los Alamos Community Library, which is located on campus, is a resource for Olga Reed families. The library includes a selection of books as well as computers with Internet access and a printer. The library is open on weekday afternoons/evenings and during the day on Saturdays. Free tutoring is available to students. Olga Reed students and families are capitalizing on the library's resources.

Thanks to the district, all classrooms are featuring new "flexible" furniture that is lighter and more portable for use in classroom groupings, rotations, etc.

The district has installed automated external defibrillators (AEDs) on campus.

All state and county health guidelines are followed for COVID-19 safety.

Areas of Concern:
1. Many of the facilities are in need of modernization and/or repair. The older classroom wings are in need of significant upgrades. The gym restrooms also need to be modernized.

2. Graffiti and vandalism occur rarely, but staff still would like to keep an eye on what happens on campus after hours and on weekends. Staff also would like to have a record of what happens in the parking lot, as some parents have experienced some hit-and-run accidents.

3. Staff continue to experience issues with slow internet speed.

4. School grounds are in need of attention. The soccer field features numerous holes and mounds, and the track is rough and in need of leveling. The outside basketball courts need to be improved.

5. The school office and classrooms do not have a security alarm system.

6. No sidewalks are in place along Centennial Street. The school has received several concerns from parents and neighbors about this.

7. The area by the gym and core of campus is inadequately lighted and is very dark in evenings.

8. Both staff and community members have expressed concern about the unused acreage just south of the school and lying between the campus and the Los Alamos County Park.

Action Plan:

1. Work with the district on plans for facilities modernization funded by Measure G. When projects are planned (such as the cafeteria modernization this spring), work closely with the district on plans for interim facilities and associated program adjustments.
2. The school principal will have dialogue with the district about the potential installation of cameras to monitor what happens on campus after hours and on weekends and the parking lot during the day. In addition, the principal will continue to invite neighbors who walk the campus to report any issues or suspicious activity to the County Sheriff's Department.
3. Work with district's Technology Department on improvements for wifi, and Internet bandwidth. The Chief Technology Officer has landed a grant that has helped the site's Internet connection.
4. Work with the district on site grounds needs. Some can be addressed now, while others can be addressed in association with the implementation of Measure G. A near-term priority will be to fill in holes in the soccer field.
5. The district is aware of the school's needs for more alarm coverage. This will continue to be a priority.
6. The school principal will continue to have dialogue with County Public Works and Cal Trans regarding sidewalks and Safe Routes to School.
7. Work with the district to install additional lighting on campus.
8. The school principal will work with the district and community volunteers to plan a beautification day for the property just south of the campus.

The School's Social Environment

Areas of Pride and Strength:
Olga Reed and the Orcutt Academy have launched a campus-wide implementation of a Positive Behavioral Interventions and Supports (PBIS) program. This includes streamlined expectations for student behavior that are based on an acronym, REACH; tickets for prize drawings that can be given to incentivize positive behavior; and documentation of office referrals so as to identify needs and trends. Staff outlined the new expectations at the start of the year with a presentation by the principal and subsequent "passport" stations whereby staff go over specific expectations for campus locations such as the playground, restrooms, cafeteria, etc. The program has paused during distance learning, but staff are anxious to revive it when students are back on campus.

Parents report they are pleased with communication from the principal, teachers, and office staff. The community liaison has an instrumental role in facilitating this communication. Spanish speaking parents are appreciative that school-home communication is done in Spanish.

The ASES (After School Education and Safety) program provides a safe, caring, well supervised atmosphere for students after school. Over 140 students participate in the program, which runs from school dismissal until 6:00 p.m. each school day during non-COVID times.

To support students with social/emotional needs, the school has one and a half days of support from a district counselor.

A lunchtime makerspace area supervised by the librarian/media specialist has given students another option for play and socialization at lunch recess.

Students have opportunities to be active participants in the social fabric of our school in a variety of ways: through both ASB- and PTSA-planned activities, through community service, and through the ability to compete in athletic (volleyball, basketball, and track) and academic endeavors (Author-Go-Round, Masonic Spelling Bees, Lego League robotics, Battle of the Books, North County Math Super Bowl, etc.)

Sixth grade students have the unique opportunity to extend their instruction in social studies and science through their attendance in Outdoor School at the Catalina Island Marine Institute during non-COVID times.

Seventh and eighth graders are required to do community service. Much of this voluntarism occurs either on campus in support of school events or in the community in support of such organizations as the Los Alamos Valley Men's Club. The school has received many compliments from community members regarding the student volunteers it provides.

A cross-section of our student body walks in the Los Alamos Old Days Parade each September, carrying a school banner and serving as proud ambassadors to our local community.

Areas of Concern:
1. While PBIS is under way on campus, staff will need to develop an approach to addressing the needs of students with chronic behavioral issues.

2. As possible, staff would like to continue to plan activities and events that unify Olga Reed and OAK-8.

3. Parents have articulated a desire for more and better student supervision in the ASES Program as well as more communication with ASES staff about program activities.

Action Plan:

1. A cadre of staff, including the principal, will participate in workshops on "Tier 2" implementation of PBIS. The focus will be to develop strategies for helping students with chronic behavioral issues. Additionally, the team will analyze data on office discipline referrals to identify "chronic" students.
2. Seek collaboration between the Olga Reed and Orcutt Academy PTSA units on school events such as the Harvest Festival. Continue to have the schools' ASBs to plan "joint" dances for students in grades 6-8. Hold staff socials for staff from both schools. Continue planning parent education nights for parents of both schools.
3. Work with ASES director to improve student supervision as well as program-parent communication. As a good starting point, the director was able to enroll into the program all students whose parents sought enrollment this past spring.

The School's Culture

Areas of Pride and Strength:
There is a strong partnership among students, staff, and our parent community. Parents have a vested and active interest in wanting our school to be a place where their children come to learn in a comfortable, non-threatening environment.

The school's after-school program (ASES) contributes immeasurably to this sense of well-being by being available to students in grades TK-8 for 3.75 (or more, in the case of grades TK and K) hours each day.

The school is blessed with harmonious relations among parents and families. The school has families with different economic situations, lifestyles, ethnicities, and home languages -- but all families come together to do right by the school's students.

The PTSA, School Site Council, English Learners Advisory Council, and Parents in Action group provide parents the opportunity, and responsibility, to become actively involved and have a voice in the direction of our school.

Student Success Team (SST) meetings bring staff and parents together to address the needs of referred students.

Student recognition (Students of the Month and Character Award) is done monthly. Honor Roll recognition is done at the conclusion of the quarter (for grades 7 and 8) or trimester (for grades 4-6).

The school's principal prepares a weekly E-mail to parents, providing parents a closer look at significant school activities as they take place. The school calendar is highlighted in this forum as well. This is augmented by a written school newsletter that goes home in both English and Spanish.

A County Special Education class that serves students in grades 6-8 who have severe disabilities plays an important role in the school's culture. Students, staff, and families value the program and its students.

In January 2020,
the school collaborated with the People Helping People Foundation on an Immigration Forum for parents with interest in immigration issues. The forum, which featured an immigration attorney, was well attended and well received.

Areas of Concern:
1. The school would like to encourage more participation from families in school and PTSA events and activities. Despite the school-home communication that is in place, some parents say they are unaware of what is happening.

2. Parents would like to see more collaboration between Olga Reed and the state preschool located in Room 1.

Action Plan:

1. Work with available communication such as Parent Square, the email and print newsletters, and social media to maximize communication about parent volunteer opportunities.
2. Work with preschool staff on a stronger partnership. As one step, the preschool was invited to participate in the annual Holiday Musical in December.

Appendix

Board Policy and Administrative Regulation

a) BP 0450 (a)—Comprehensive Safety Plan
b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
c) AR 5144.2—Suspension and Expulsion/Due Process
d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

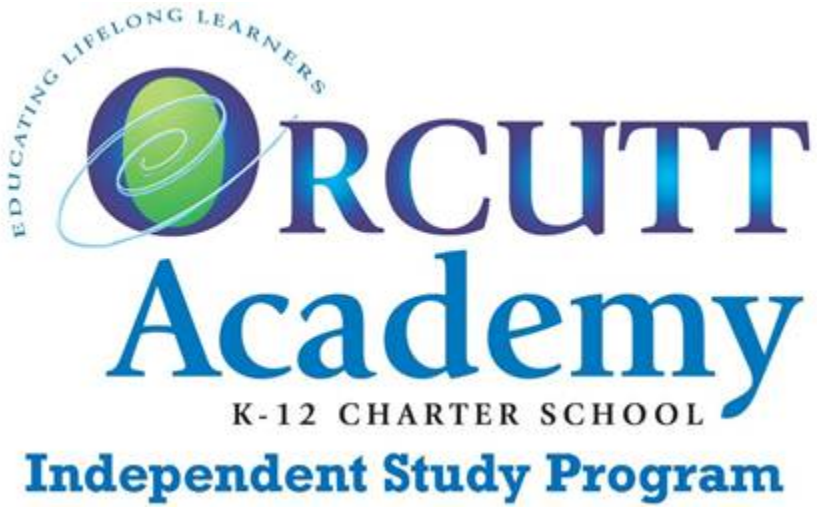
a) Evacuation Map
b) BP 3516—Emergencies & Disaster Preparedness Plan
c) Disaster Drill Schedule
d) Emergency Team Duties
e) Disaster Duties & Responsibilities
f) Disaster Procedures
g) Procedures for Lock-down/Shelter Evacuation
h) Cardiac Emergency Response Plan
i) AED Locations

Discipline Procedures

a) Student Handbook
b) Discipline Summary
c) Attendance Summary
d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
e) BP 3515.2—Disruptions
f) Discrimination and Harassment Policy (Annual Notification)

School Information

a) School Accountability Report Card (SARC)
b) Safe School Questionnaire
c) Safe Schools Planning Checklist
d) Disaster Services Workers
e) Electronic Network User Agreements (Student & Staff)
f) BP 4040—Employee Use of Technology
g) California Healthy Kids Survey



Orcutt Academy Independent Study Program

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 3491 Point Sal Road
Phone: 805-937-6515

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School Safety Committee

Member Name	Position
Joe Dana	Principal
Josh Ostini	Dean of Students
Dana Alford	Office Manager
Diana Sherer	Teacher
Brad Gitchell	OUSD Director of Maintenance, Operations, and

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence and psychological harm. They are characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered to students; affiliation and bonding to the school support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."
Taken from "Safe Schools: A Planning Guide for Action" California State Department of Education

Vision Statement

While maintaining its current positive practices, the Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
The size of the program enables all staff to know most, if not all, of the school's students. Staff feel connected to all children, not just the children in their respective classrooms. Students, in turn, feel connected to staff. Because many families have multiple children in the program, staff also feel connected to families.

Families in OA Independent Study are very involved in their children's learning and very supportive of the program. When teachers have specific needs, parents respond with tremendous generosity. Parents also collaborate well, planning classroom activities and field trips together.

A skilled team of support service providers (i.e., Resource, Speech, counselor, district psychologist, etc.) are available for students if needed. These providers are based at schools in Orcutt. Additionally, an instructional assistant comes to the OA Independent Study campus in support of a student with special needs. Student Success Team referrals are available when staff or parents have concerns about individual students.

During the COVID-19 pandemic, the program's home study option has proven popular with families, and enrollment has doubled.

Areas of Concern:
1. Staff and parents would like to continue to plan activities and events that unify the school and increase student engagement with the school.

Action Plan:

1. Continue to plan "spirit days" in which students can show school spirit by wearing apparel along a designated theme. Continue to plan schoolwide field trips to selected locations on the Central Coast and beyond. Identify events that both staff and parents can get behind with their participation.
2.

The School's Physical Environment

Areas of Pride and Strength:
In its Casmalia location, OA Independent Study has its own campus. The campus includes four classrooms, a multi-use room, an office, a home study meeting area, a library (located within a classroom), a blacktop, a play structure, a spacious field, a school garden, storage for staff, and parking.

Residents of Casmalia take pride in the school and closely monitor the campus after hours and on weekends. Additionally, some current and former OUSD employees reside in Casmalia.

The facilities are in good condition. The district has devoted considerable time and resources to classroom, facility, and grounds improvements. The district maintenance and grounds crews are very responsive to work order requests from Casmalia. A new water fountain has been installed in the cafeteria and can be utilized by students and staff.

The school has purchased walkie-talkie radios that have improved communication between the office and teachers on outside duty.

Measure G, the school bond measure passed by the Orcutt Union School District in 2016, will provide funding for improvements to fencing and campus access in the near future.

Volunteers have helped facilities in the past year. A school family, the Bognudas, has provided significant assistance in smoothing and leveling the field. A Righetti High School community service group has improved the garden.

An automated external defibrillator (AED) has been installed on campus.

A parent volunteer regularly puts up bulletin boards that enliven the cafeteria and other common areas.

For the 2020-2021 school year, staff have followed all state and county health guidelines associated with the COVID-19 pandemic.

Areas of Concern:
1. Staff and parents have voiced concerns about community safety in the light of some suspected illegal activity and recent law enforcement actions.

2. Emergency preparedness needs to be a focus, as students and staff need to get used to how to respond to emergencies. Some parents have expressed concern about the promptness with which first responders can get to the campus in event of emergency. Also, the school has been advised to improve measures that will improve the mindset of students and staff on campus in event of emergency.

3. Staff are concerned about the possibility of unauthorized visitors coming on campus.

4. The campus is used by area youth as a park/playground after hours and on weekends. During these times, school buildings are vulnerable to break-in. The school has some valuable items, such as the iPad cart and MacBook laptop cart, that need to be protected.

Action Plan:

1. Work with the Santa Barbara County Sheriff's Department to strengthen communication on community issues.
2. The school will continue to work on emergency preparation, to include (1) regular drills for fire, earthquake, lockdown, and shelter-in-place; and (2) periodic drills for a range of emergency scenarios. The principal will continue dialogue about the campus and its needs with the Santa Barbara County Sheriff's Department and Santa Barbara County Fire Department. Ask OA Independent Study families to provide each child a Ziplock comfort bag that includes a photo of his/her family, a letter from his/her parents, a book, and a stuffed animal or other item that can provide comfort.
3. As a security measure, staff would like to consider the possibility of locking the front gate during school hours and then allowing for visitors to ring a bell and then be allowed in by the office manager. This could be an interim step until Measure G improvements have been made.
4. Staff are being conscientious about keeping all doors and the storage units locked and secure when the school day is over. Staff will continue dialogue with the district about alarms and camera surveillance.

The School's Social Environment

Areas of Pride and Strength:
Families feel connected to each other and to the school.

Theme days are planned by students and staff to foster school spirit.

Assemblies, field trips, and science experiments are ways the program provides its students "hands on" learning experiences.

Teachers have earned many compliments for the way in which they establish and maintain a sense of community in their classrooms.

The school holds eighth grade graduations in June, and the event has been greatly appreciated by all.

The school schedules curriculum-based "open house" events each spring. These are opportunities for parents, family members, and friends to see what students have accomplished.

Additional play equipment has been made available for student use, as the grandparents of a program student have made a substantial donation.

Bus service is available between the campus and the Santa Maria/Orcutt area. The bus has strengthened the bond among students, and older students have been assisting younger students at bus stops, on the bus, etc.

Areas of Concern:
1. Because students are attending blended classes for a longer duration, they are having multiple recesses (including a lunch recess) on campus. Staff feel that students need more structure and direction on appropriate ways to play on the playground.

2. Parents are interested in organizing their fund-raising efforts around a group such as a Parent Teacher Association.

Action Plan:

1. The school principal and staff will update a set of school rules and playground guidelines which the principal then will present to all students. Students will be held accountable to these rules throughout the school year. Additionally, staff will streamline the recess and lunch schedule to maximize supervision.
2. Parents will investigate options for organizing a PTA or some other group for fund-raising, engagement with the school, and student advocacy.

The School's Culture

Areas of Pride and Strength:
There is a strong partnership among students, staff, parents, and family members. Because parents need to "choose" to have their children attend the school, there is strong buy-in among parents.

The office manager creates a welcoming and friendly atmosphere.

Parent involvement is highly encouraged. Many parents volunteer to help with classroom activities, field trips, and events.

There is a close rapport among staff members. Staff feel they are a "family."

The school has received MacBooks and an iPad cart in association with a teacher's participation in district technology academies.

Staff and parents appreciate the email newsletter that is sent home. The email newsletter provides updates on the school, photos of school activities, and other pertinent information.

Areas of Concern:
1. Staff and parents value school-home communication and want to maximize their use of the Parent Square platform.

2. Staff and parents would like to elicit more parent involvement in the school.

Action Plan:

1. Continue and expand use of Parent Square as a platform for school-home communication. Parent Square allows the school and individual classroom teachers to send out email messages, texts, and robocalls. Meantime, utilize Peach Jar as a platform for sending out community flyers.
2. The principal will work with already-involved parents to plan more ways to engage OA Independent Study parents in the school.

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Orcutt Academy Charter High School

Safe Schools Plan

Orcutt Union School District

2020-2021 School Year

Address: 500 Dyer St.
Phone: 805-938-8934

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School Safety Committee

Member Name	Position
Rhett Carter	Principal
Joshua Ostini	Dean of Students
Joe Dana	Director of Charter Programs
Ana Perez	Counselor
Alana Yamamoto	Teacher (High School)
Genevieve Millin	Teacher (High School)
Neeta Birdsall	Teacher (K-8)
Brenda Williams	Career and Media Specialist
Anthony Cangelosi	Parent
Jamie Duft	Parent
Kenneth Cardona	Parent
Lori Speer	Parent
Rebecca Fanshier	Parent
Jack Hinckle	Student
Alyssa Carrier	Student

Mission Statement

"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by:

- Sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds);
- An environment of nonviolence;
- Clear behavioral expectations;
- Disciplinary policies that are consistently and fairly administered;
- Students' affiliation and bonding to the school;
- Support and recognition for positive behavior; and
- A sense of community on the school campus.

Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"

California State Department of Education

Vision Statement

While maintaining its current positive rules and practices, the Orcutt Academy will implement action plans to provide an emotionally and physically safe school environment for all students, staff, and visitors.

Personal Characteristics of Students and Staff

Areas of Pride and Strength:
The size of the school enables staff to know all of the school's students. Spartan Homeroom provides students with a chance to bond with one teacher throughout their school career at the Orcutt Academy High School.

ASB-Leadership is a class and has elected officers that organize assemblies for the purpose of recognizing sports, clubs, and special events as well as highlighting school spirit. ASB promotes school spirit by planning school wide "spirit days" as well as other activities including middle school visits, lunch time activities, and dances.

Community service is an expectation. Students must earn at least an average of 10 or more hours a year with guidance from their counselors, Career/Media Specialist, and Spartan Homeroom teachers. Graduation is only possible when 40 hours of community service have been earned by the end of senior year.

Clubs are generated by students and staff for students. Teacher advisers use time during lunch and after school to keep the clubs active and relevant. Clubs are another strong source of pride and positive involvement for our students.

PTSA sponsored activities and meetings provide opportunities for community service and help to raise money to supplement teacher budgets and assist the school in funding broad initiatives.

Athletic Boosters sponsored activities and meetings provide opportunities for athletic support and help to raise money to supplement athletic budgets and assist the school in funding sport initiatives.

SOAAR sponsored activities and meetings provide opportunities for academic support and help to raise money to assist the school in funding academic initiatives including the PSAT/NMSQT for all 9-11th grade students.

APEX Credit Recovery was offered during the summer for the first time. Supervised by a credentialed teacher, 11 of the 13 student participants were able to recover deficient credits in at least one "a-g" eligible class.

The high school offers after-school intervention program for students with less than a 2.0 GPA three days a week. Each after-school intervention program is supervised by a credentialed hourly teacher. Math and English support are also offered after school. Math tutors are available after school to all students that may be struggling in math at any level. Peer Tutors help students with all subjects while concurrently earning college credit and/or community service hours. A teacher also opens up the Library daily 30 minutes before school to help students struggling in Mathematics. As a result of these programs, approximately 96% of the students at the high school have a GPA of 2.0 or higher.

Freshman Success (PROD 301) and the Senior Success 103 series are required classes helping students to focus on career goals and plan a clear pathway towards achieving those goals. The students also work on their plans from the class during their sophomore and junior year through the course follow up modules which happen in their English classes.

Areas of Concern:
1. Continue to support students who are struggling academically and socio-emotionally.

2. Improve career technical education offerings by utilizing the K12 Strong Workforce-CTE grant.

Action Plan:

1. After-school intervention will be supervised by two or three credentialed teachers. Paid teachers make free tutoring available to students needing help before and after school. Peer Tutors will continue to be available by appointment and walk-in for students struggling in any subject.

   In spring of 2020, parents, students, and staff will complete a School Climate survey to assess our continued progress in the areas of school safety, academic instruction, professionalism, and overall school climate. The results will be compared to those of the past four years to determine areas of strength and concerns.

   In August of 2020, at least one bilingual counselor will continue to be available to support student programs already in place and work to help align the counseling program to the ASCA national model.

   Continue work to fully implement Naviance in Spartan Homerooms to prepare students for college applications and scholarships as well as career choices. Continue to use and improve SPIN (Specialized Instruction) as an intervention for struggling students but also a resource for students wanting help in preparing for college-entrance exams (PSAT, SAT, ACT, AP).

   We have two full time counselors providing support services for students as well as a school psychologist. We have also added a program specialist through FBSMV. Students can also be referred to other counseling options if there is a greater need.

   Our psychologist, counselors, and teachers will continue to work to identify students who need Student Success Team meetings and/or intervention. This will also include possible communication with social service groups outside of the school.

   The Principal and Dean of Students will notify and meet with all students with 504 Accommodation Plans at the start of the first and second semesters.

   Students who are struggling academically will be identified and offered extra support services in the form of support classes and/or tutoring.

   APEX Credit Recovery will allow for credit deficient students to get back on track. It will continued to be offered during the summer. As needed, communicate with students about other avenues for credit recovery.

2. Explore professional development opportunities and collaboration for faculty and support staff regarding Career Technical Education (CTE).

   Develop a committee to determine next steps in CTE pathways and how to best utilize K12 Strong Workforce-CTE grant.

The School's Physical Environment

Areas of Pride and Strength:
A school-wide evacuation plan is fully executed each school year.

Earthquake, lock-down, and fire drills are practiced throughout the school year.

The school has a detailed emergency response plan. Exit plans are posted in each classroom. In addition, every classroom/building has an emergency flip chart and a backpack filled with supplies.

The facilities are in decent repair. The district has devoted considerable time and resources to classroom, facility, and grounds improvements. The district's maintenance and ground crews respond to hundreds of work orders to keep the facility running effectively and safely as well as to keep our campus looking beautiful.

Students Leading Education (SLED) painted a mural to increase school pride and update visual aesthetics.

Students have opportunities to participate, via their Spartan Homeroom classes as well as our ASB-Leadership, in school Spirit Days.

The junior high and high school P.E. staffs work together to best maximize the use of the gym, fields, tennis courts, and fitness center.

Coaches are required to have background checks, fingerprint clearance, be current in First Aid/CPR, and have a completed CIF certification. Volunteer drivers that help to transport students to off campus events must go through a stringent paperwork and background process to make sure that they are qualified to help.

The school has 17 cameras set up throughout the campus as well as our entrances/exits to provide students and staff more safety.

Extra Supervision of students/site during lunch and breaks.

All County of Santa Barbara County and CA Dept. of Public Health Guidelines are followed for COVID 19 safety.

Areas of Concern:
1. Some stakeholders have expressed concern about the openness of the campus.

2. A few concerns regarding the cleaning and vacuuming of all classrooms, restrooms, and the office.

3. The school needs additional access to fields that can be properly used by athletic teams for practices and games.

Action Plan:

1. Measure G funds will be utilized by the district to complete security fencing around the entire campus with limited entry points and update the front office building. These upgrades have now happened but there are still more updates coming soon.

   Continue to stress and monitor volunteers and visitors follow proper check in procedures before entering and exiting the campus.

   It is necessary for the School Safety Plan to be evaluated and assessed each year. Evacuation procedures, exit routes, and the school map need to be adjusted to accommodate new students and staff who join our campus.

   Security cameras continue to be added and maintained all over campus in order to provide a way to monitor activity on the campus.

   CrisisGo's safety technologies has been approved by the School Board to help Orcutt Union School District to be better prepared to prevent, respond, and recover from all crisis situations. All administration, Classified and Certificated staff will receive training and professional development.

2. Help custodial staff stay consistent cleaning classrooms and buildings on the school site through improved communication.

   Work with students to maintain campus cleanliness by picking up trash, holding each other accountable, and monitoring peer behavior. Students will be given opportunities through Spartan Homeroom classes and clubs to volunteer for community service and campus beautification opportunities.

   Explore opportunities to improve the visual aesthetics of the school, e.g. through the painting of a mural, locker rooms and additional signage.

   Measure G funds will be utilized by the district to update student restrooms and convert to high school specifications (main restroom facility was originally built for elementary students). These updates are planned to begin in February of 2020.

3. Continue field maintenance and scheduled use of fields to control use/overuse of specific areas for 2020-2021. The additional grounds worker added to help maintain the fields and better control the gopher problem makes a significant difference.

The School's Social Environment

Areas of Pride and Strength:
Expectations for student behavior are communicated in our Student Handbook, Freshman Orientation, Spartan Homerooms, Video Announcements, as well as through our online Newsletter.

Teachers establish firm and fair classroom rules and consequences. When misbehavior occurs, teachers generally are able to address it in classrooms. Accordingly, discipline referrals are low. The school's suspension rate has continued to be low compared to high schools across the state of California.

Health and well-being issues are taught during health classes and reinforced in Spartan Homeroom discussions. Health classes have a curriculum that addresses drug/alcohol abuse, teen pregnancy, digital citizenship, etc.

In collaboration with Fighting Back Santa Maria Valley, Teen Drug/Alcohol prevention and awareness presentation entitled "In Plain Sight" offered to all incoming parents. Additionally, Fighting Back Santa Maria Valley presented on the dangers of Tobacco, Vaping, and e-cigarettes to Freshman Health, Senior Success, and Sophomore/Junior Spartan Homerooms to insure the entire student body is informed and educated about this growing epidemic.

Fighting Back Santa Maria Valley Program Specialist met and utilized Check, Connect, and Respect (CCR) weekly with referred students who were struggling with attendance and school involvement.

Internet safety is stressed. Students and parents sign an Acceptable Use Policy Agreement before students access the Internet.

Students are able to compete in athletic and academic endeavors (Varsity/Junior Varsity sports, FIRST Robotics competition), ASB, and various club activities.

PTSA, Boosters, and SOAAR sponsor social activities throughout the school year to facilitate the school community getting to know each other as well as making connections with the students and staff.

Students have opportunities to hold leadership roles in the school through the ASB, campus clubs, sports teams and membership in PTSA, Boosters, School Advisory Council, etc.

The library is open before and after school as well as throughout the day. Makerspace also allows students to gain STEAM experiences while being involved in some growth/learning opportunities in their free time.

School Spirit days are planned by ASB-leadership to allow school spirit to flourish and grow.

Students may choose to participate in the College Now program as well as take Concurrent Enrollment courses at the High School which will allow them the opportunity to earn college and high school credits at the same time.

Band, choir, robotics, athletics, and drama all have opportunities to perform as representatives of the school and for the community.

Community Career Day is held annually to enlighten our students to career options/opportunities as well as to help make better community connections.

Freshman Connect Crew helps promote school wide student support connecting all grade levels and different age groups to the school as well as each other.

Community and parent attendance and participation in and of extra curricular events and activities helps build school pride.

There is a strong partnership among students, staff, parents, community and family members. Because parents need to “choose” to have their children attend the school, there is strong buy-in among parents as well as a pride that comes along with being chosen to be a Spartan.

Areas of Concern:
1. Staff wish to continue their efforts to support positive behavior and to recognize student achievement.

2. Increased suspensions related to tobacco and vape use among students.

3. Social emotional issues and depression among students highlighted by our 2018-2019 CHKS data..

4. High risk activities targeting students via different types of social media.

Action Plan:

1. Academic and athletic awards will be held to recognize student achievement.

   The principal, dean, counselors, and teachers will work with students to support acceptable student behavior through classroom instruction and increased campus supervision (including cameras).

   The principal and teachers will provide opportunities in which students can participate in community performances and events (e.g., Chamber of Commerce luncheon).

   Students in robotics, choir, clubs, athletics and other elective classes will continue to present before the Board at regular scheduled Charter Board meetings. Continue to share accomplishments with local media to continue to build a positive image and high achievement for our school.

   A variety of speakers and activities such as College T-Shirt days and Spartan Pride days as well as College/Career days and other relevant trips will be created and encouraged to students.

2. In collaboration with Fighting Back Santa Maria Valley, Teen Drug/Alcohol Prevention presentation entitled "In Plain Sight" offered to all incoming parents. Additionally, Fighting Back Santa Maria Valley presents on the dangers of Tobacco, Vaping, and e-cigarettes to all transfer and Freshman students.

   Health classes will utilize the Stanford Tobacco Prevention Toolkit, theory-based and evidence-informed resources created by educators, parents, and researchers aimed at preventing middle and high school students’ use of tobacco and nicotine.

3. Counselors, Fighting Back Santa Maria Valley Program Specialists, and Psychologist meet consistently with students that are struggling.

   Utilize counselors and SEL as a guide to develop the social-emotional, self-management, social awareness, relationship and responsible decision-making skills for struggling students.

   In collaboration with the Department of Psychological and Brain Sciences at the University of California Santa Barbara, the implementation of Mindfulness curriculum will continue to be expanded in additional classes to support ways for students to deal with focus, anxiety and stress.

   Student led groups (such as ASB and SLED) will explore and help to implement ideas to strengthen student pride and overcome issues on our campus.

4. Digital Citizenship curriculum will be introduced in our PROD 301 courses and followed up in Spartan Homerooms. Implementation of Success classes will assist counselors, students, and teachers with a 10-year advisement plan to support student behavior and goals.

The School's Culture

Areas of Pride and Strength:
There is a strong partnership among students, staff, parents, community and family members. Because parents need to "choose" to have their children attend the school, there is strong buy-in among parents as well as a pride that comes along with being chosen to be a Spartan.

The school is small enough to allow the students and staff to really know each other and work together to help students to overcome challenges and meet goals.

The front office staff creates a welcoming and friendly atmosphere as well as providing support for student success.

The school library is open before school, during lunch, and after school to offer a warm place for students to use computers, Makerspace, study, read, receive Peer Tutoring as well as research careers and colleges.

In collaboration with the Department of Psychological and Brain Sciences at the University of California Santa Barbara, the implementation of Mindfulness curriculum was piloted in Senior Success classes to support ways for students to deal with focus, anxiety and stress.

Parent involvement is highly encouraged. Parents make up some of our transportation for sports teams, clubs, and field trips as well as much of the organization that helps support our students and their programs.

There is a close rapport among staff members; teachers eat lunch together in the staff room and the OAHS Social Club creates opportunities for the staff to collaborate as well as celebrate birthdays, holidays, and other special events.

Student Success Team (SST) meetings bring staff and parents together to help students in need of academic or behavioral support. Staff and parents can help to make referrals to SST.

Student award programs recognize students for academic, athletic and club accomplishments.

A variety of different clubs and staff lead groups promote a culture of acceptance, belonging, and respect of a variety of different beliefs.

Our school website has been updated this year including links to clubs, support services, academics, and other relevant information making it easily accessible.

Areas of Concern:
1. Being able to maintain a culture of pride and passion for achievement to become the best version of yourself at OAHS.

2. Building a focus around a Culture of Wellness at Orcutt Academy.

Action Plan:

1. Continue to build and improve our Spartan Oracle (online student newspaper) to share school accomplishments, events, school culture, etc.

   Counselors will organize and coordinate parent nights on various topics. Most will be related to college and career awareness as well as assistance to earning scholarships and financial aid.

   Market Orcutt Academy Information Nights and OA campus tours to talk about OA and answer questions for future Spartans.

   Parents, students, staff, and community members will continue to be given a platform to provide input on plans for upcoming programs.

   Continue to update and advertise our website to ensure that all parents know what is happening at OAHS. Continue to encourage all parents to use the Aeries portal consistently to keep updated on their child's progress.

   Embed multiculturalism into the core curriculum and school culture. Develop strategies to promote acceptance of differences, in classroom instruction and by providing extra-curricular school sponsored activities.

   Continue to be up to date and have access to technology to prepare students for success in the fast moving 21st century.

2. Develop systems for the implementation of evidence-based practices and the increased use of data for decision making around a culture of wellness.

   Provide training to support all students and staff at a universal level of social/emotional wellness.

   Continue to develop and utilize practices that would be helpful from a prevention lens, including mindfulness.

   Map existing resources, programs, and supports along with identifying data sources looking at student response or outcomes, as well as fidelity of those programs. Develop criteria by which students 1) get access to a particular support, 2) progress while receiving that support and 3) criteria for being exited from the support (data in, data while in, data out). Utilize data to help with structuring supports and maximizing their reach and impact.

Appendix

Board Policy and Administrative Regulation

a) BP 0450 (a)—Comprehensive Safety Plan
b) BP 5141.4—Child Abuse/Neglect and Reporting Requirements and Procedures
c) AR 5144.2—Suspension and Expulsion/Due Process
d) BP 5131.2 (a)—Bullying

Safe Ingress/Egress

a) Evacuation Map
b) BP 3516—Emergencies & Disaster Preparedness Plan
c) Disaster Drill Schedule
d) Emergency Team Duties
e) Disaster Duties & Responsibilities
f) Disaster Procedures
g) Procedures for Lock-down/Shelter Evacuation
h) Cardiac Emergency Response Plan
i) AED Locations

Discipline Procedures

a) Student Handbook
b) Discipline Summary
c) Attendance Summary
d) BP 4158, 4258, 4358—Notifying Teachers of Dangerous Pupils
e) BP 3515.2—Disruptions
f) Discrimination and Harassment Policy (Annual Notification)

School Information

a) School Accountability Report Card (SARC)
b) Safe School Questionnaire
c) Safe Schools Planning Checklist
d) Disaster Services Workers
e) Electronic Network User Agreements (Student & Staff)
f) BP 4040—Employee Use of Technology
g) California Healthy Kids Survey

Orcutt Union School District
Human Resource Department

500 Dyer Street • Orcutt, California, 93455 • 805.938.8914

TO:	Board of Trustees
	Holly Edds, Ed.D.
FROM:	Susan Salucci, Assistant Superintendent, Human Resources
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 4040 – Employee Use of Technology
BACKGROUND:	Policy updated to align with current CSBA recommendations.
RECOMMENDATION:	It is recommended that the Board of Trustees approve the revisions to BP 4040 Employee Use of Technology, for the first reading and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

EMPLOYEE USE OF TECHNOLOGY

The Board of Trustees recognizes that technological resources ~~can~~ enhance employee performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, students, and the community; supporting district and school operations, and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

(cf. 0440 - District Technology Plan)
(cf. 1100 - Communication with the Public)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4032 - Reasonable Accommodation)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
~~(cf. 6163.4 - Student Use of Technology)~~

Employees shall be responsible for the appropriate use of technology and shall use ~~the~~ district~~'s~~ technology ~~ical resources~~ primarily for purposes related to their employment.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.4 - Student Use of Technology)

~~Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority.~~

District technology includes, but is not limited to, computers, the district's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

EMPLOYEE USE OF TECHNOLOGY BP 4040(b)

~~Online/Internet Services~~

The Superintendent or designee shall establish an Acceptable Use Agreement which outlines employee obligations and responsibilities related to the use of district technology. Upon employment and whenever significant changes are made to the district's Acceptable Use Agreement, employees shall be required to acknowledge in writing that they have read and agreed to the Acceptable Use Agreement.

Employees shall not use district technology to access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, sexually explicit, or unethical or that promotes any activity prohibited by law, Board policy, or administrative regulations.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose. (20 USC 6777; 47 USC 254)

The Superintendent or designee shall annually notify employees in writing that they have no reasonable expectation of privacy in the use of any equipment or other technological resources provided by or maintained by the district, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, even when provided their own password. To ensure proper use, the Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent and for any reason allowed by law.

In addition, employees shall be notified that records maintained on any personal device or messages sent or received on a personal device that is being used to conduct district business may be subject to disclosure, pursuant to a subpoena or other lawful request.

Employees shall report any security problem or misuse of district technology to the Superintendent or designee.

Inappropriate use of district technology may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulation.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

~~To ensure proper use, the Superintendent or designee may monitor employee usage of technological resources, including the accessing of email and stored files. Monitoring may occur at any time without advance notice or consent. When passwords are used, they must be known to the Superintendent or designee so that he/she may have system access.~~

~~The Superintendent or designee shall establish administrative regulations and an Acceptable Use Agreement which outline employee obligations and responsibilities related to the use of district technology. He/she also may establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the employee's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulation.~~

~~The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all employees who use the district's technological resources. Employees shall be required to acknowledge in writing that they have read and understood the district's Acceptable Use Agreement.~~

~~(cf. 4112.9/4212.9/4312.9 - Employee Notifications)~~

~~In the event the use of an electronic resource affects the working conditions of one or more employees, the Superintendent or designee shall notify the employees' exclusive representative.~~

~~(cf. 4143/4243 - Negotiations/Consultation)~~

Legal Reference:

~~EDUCATION CODE~~

~~51870-51874 Education technology~~

~~52270-52272 Education technology and professional development grants~~

~~52295.10-52295.55 Implementation of Enhancing Education Through Technology grant program~~

GOVERNMENT CODE

3543.1 Rights of employee organizations

6250-6270 California Public Records Act

PENAL CODE

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

VEHICLE CODE

23123 Wireless telephones in vehicles

23125 Wireless telephones in school buses

UNITED STATES CODE, TITLE 20

7101-7122 Student Support and Academic Enrichment Grants

7131 Internet safety

~~6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:~~

~~6777 Internet safety~~

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

COURT DECISIONS
City of San Jose v. Superior Court (2017) 2 Cal.5th 608
City of Ontario v. Quon et al. (2010) 000 U.S. 08-1332
Management Resources:
WEB SITES
CSBA: http://www.csba.org
American Library Association: http://www.ala.org
California Department of Education: http://www.cde.ca.gov
Federal Communications Commission: http://www.fcc.gov
U.S. Department of Education: http://www.ed.gov

Policy Adopted: ~~10/15/08~~03/10/2021 ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Orcutt Union School District
Human Resource Department

500 Dyer Street • Orcutt, California, 93455 • 805.938.8914

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Susan Salucci, Assistant Superintendent, Human Resources
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 4119.25, 4219.25, 4319.25 – Political Activities of Employees
BACKGROUND:	Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.
RECOMMENDATION:	It is recommended that the Board of Trustees approve the revisions to BP 4119.25, 4219.25, 4319.25 Political Activities of Employees, for the first reading and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

BP 4119.25 (a)
BP 4219.25 (a)
BP 4319.25 (a)

Personnel

POLITICAL ACTIVITIES OF EMPLOYEES

The Board of Trustees ~~respects~~ recognizes the importance of political activity, voting, and civic engagement, and respects the right of district ~~school~~ employees to engage in political discussions and activities as individuals on their own time and at their own expense. When engaging in ~~On~~ such activities ~~occasions~~, employees shall make it clear that they are acting on their own behalf ~~as individuals~~ and not as representatives of the district.

(cf. 1160 - Political Processes)
(cf.6144 – Controversial Issues)

District employees, as members of the community, ~~Like other community members,~~ ~~employees~~ may use school facilities for meetings, including political activities, as permitted under the Civic Center Act and district policy.

(cf. 1330 - Use of School Facilities)

Employees shall refrain from prohibited activities identified in law, Board policy, and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

(cf. 1325 - Advertising and Promotion)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
EDUCATION CODE
7050-7057 Political activities of school officers and employees
38130-38139 Civic Center Act
51520 Prohibited solicitations on school premises
ELECTIONS CODE
18304 Prohibition against use of district seal in campaign literature
GOVERNMENT CODE
3543.1 Rights of employee organizations
8314 Prohibition against use of public resources for campaign activity
82041.5 Definition of mass mailing
PENAL CODE
424 Punishment for misuse of public funds
COURT DECISIONS
Heffernan v. City of Paterson, (2016) 136 S. Ct. 1412
Diquisto v. County of Santa Clara, (2010) 181 Cal. App. 4th 236
San Leandro Teachers Association v. Governing Board of the San Leandro Unified School District, (2010) 46 Cal. 4th 822
Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003
California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1333
L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551
Pickering v. Board of Education Township High School District, (1968) 88 S. Ct. 1731

Personnel

POLITICAL ACTIVITIES OF EMPLOYEES

ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 106 (2001)
84 Ops.Cal.Atty.Gen. 52 (2001)
77 Ops.Cal.Atty.Gen. 56 (1994)
PERB RULINGS
City of Sacrament, (2019) PERB Dec. No. 2702m
Conejo Valley Unified School District, (2009) PERB Dec. No. 2054
East Whitter School District, (2004) PERB Dec. No. 1727
Turlock Joint Elementary School District, (2004) PERB Dec. No. 1490a
~~California Federation of Teachers, Local 1931 v.~~ San Diego Community College District (2001) PERB Dec. No ~~Order #~~1467 ~~(26 PERC 33014)~~
Management Resources:
~~CSBA PUBLICATIONS~~
~~Political Activities of School Districts: Legal Issues, 1998, revised 2001~~
WEB SITES
CSBA: http://www.csba.org
Office of the Attorney General, Dept. of Justice: http://caag.state.ca.us/
Public Employment Relations Board: http://www.perb.ca.gov

Policy Adopted: ~~10/15/08~~ 3/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Orcutt Union School District
Human Resource Department

500 Dyer Street • Orcutt, California, 93455 • 805.938.8914

TO:	Board of Trustees Holly Edds, Ed.D.
FROM:	Susan Salucci, Assistant Superintendent, Human Resources
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	Board Policy 4140, 4240, 4340 – Bargaining Units
BACKGROUND:	Policy updated to reflect Public Employment Relations Board decisions regarding the wearing of union buttons, clarify material regarding employees in management, senior management, and confidential positions, divide material regarding "Access to Employee Orientations" and "Access to Employee Contact Information," and add section on "Communications with Employees" with material formerly in AR 4119.25/4219.25/4319.25 - Political Activities of Employees.
RECOMMENDATION:	It is recommended that the Board of Trustees approve the revisions to BP 4140, 4240, 4340 Bargaining Units, for the first reading and that it be placed on the next Consent Agenda for the second reading.
FUNDING:	There are no funding implications.

Personnel

BARGAINING UNITS

The Board of Trustees recognizes the right of district employees to form bargaining units, select an employee organization as the exclusive representative of their unit, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with the employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 9000 – Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.

2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 4301 - Administrative Staff Organization)
(cf. 4312.1 - Contracts)

For this purpose, supervisory employee means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in a management, senior management, or confidential position shall not be represented by an exclusive representative. Such employees may represent themselves individually. For purposed other than negotiations and bargaining, such employees ~~or~~ may be represented by an

BARGAINING UNITS

employee organization whose membership is composed entirely of employees designated as holding those positions. ~~When represented by an employee, that organization shall not meet and negotiate with the district.~~ (Government Code 3540.1, 3543.4)

1. Management employee means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.

2. Confidential employee means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Membership

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication provided that, at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Personnel

BARGAINING UNITS

Access to Employee Orientations and Contact Information

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative, following a request to negotiate by either party. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Access to Employee Contact Information

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information in regard to all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor shall he/she disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to

Personnel

BARGAINING UNITS

Government Code 6207 or any employee who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

(cf. 1340 - Access to District Records)

Communication with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use designated bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Membership Dues or Other Payments to an Employee Organization

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

BARGAINING UNITS

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

Legal Reference:
EDUCATION CODE
45060-45061.5 Deduction of fees from salary or wage payment, certificated employees
45100.5 Senior management positions
45104.5 Abolishment of senior classified management positions
45108.5 Definition of senior classified management employees
45108.7 Waiver of provisions of 45108.5
45168 Deduction of fees from salary or wage payment, classified employees
45220-45320 Merit system, classified employees
GOVERNMENT CODE
3540-3549.3 Educational Employment Relations Act
3540.1 Definitions
3543.4 Management position: representation
3540.1 Definitions
~~3543.4 Management position; representation~~
3545 Appropriateness of unit; basis
3550-3552 Prohibition on public employers deterring or discouraging union membership
3555-3559 Public employee communication, information and orientation
6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking
6254.3 Disclosure of employee contact information to employee organization
6503.5 Joint powers agencies
53260-53264 Employment contracts
CODE OF REGULATIONS, TITLE 8
33015-33490 Recognition of exclusive representative; proceedings
33700-33710 Severance of established unit
34020 Petition to rescind organizational security arrangement
34055 Reinstatement of organizational security arrangement
COURT DECISIONS
Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 ~~Sc.D~~. S.Ct. 2448
Fredric's v. California Teachers Association, et al., (2016) 136 ~~Sc.D.~~ S.Ct. 1083
County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905

Personnel

PERB RULINGS
City of Sacramento, (2019) PERB Dec. No. 2702m
East Whittier School District, (2004) PERB Dec. No. 1727

WEB SITES
CSBA: http://www.csba.org
Association of California School Administrators: http://www.acsa.org
California Federation of Teachers: http://www.cft.org
California School Employees Association: http://www.csea.com
California Teachers Association: http://www.cta.org
Public Employment Relations Board: http://www.perb.ca.gov

Policy Adopted: ~~10/10/18~~ 3/10/21

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Orcutt Union School District
Human Resource Department

500 Dyer Street • Orcutt, California, 93455 • 805.938.8914

TO:	Board of Trustees Dr. Holly Edds, Superintendent
FROM:	Susan Salucci Assistant Superintendent, Human Resources
BOARD MEETING DATE:	February 10, 2021
BOARD AGENDA ITEM:	2021-2022 School Calendar
BACKGROUND:	Every year the District and OEA meet to discuss the academic calendar for the following year. Attached is the agreed upon calendar for the 2021-22 school year.
RECOMMENDATION:	It is recommended that the Board of Trustees adopt the 2021-2022 calendar as submitted.
FUNDING:	Not applicable

2021/22 School Calendar — Orcutt Union School District

August 2021 (13)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021 (20)

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021 (21)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021 (15)

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021 (13)

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022 (15)

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022 (18)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022 (22)

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022 (16)

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022 (21)

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022 (6)

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Holidays

September 6, 2021 – Labor Day
November 11, 2021 – Veteran's Day
November 22 - 26, 2021 – Thanksgiving Break
December 20 – Jan. 7, 2022 – Winter Break
January 17, 2022 – Martin Luther King
February 14, 2022 – Lincoln's Birthday
February 21, 2022 – President's Day
April 18-22, 2022 – Spring Break
May 30, 2021 – Memorial Day

Legend

= New Teachers in Service
= **First** and **Last Day** of school
= Odd Block Days for Orcutt Academy High School
= Even Block Days for Orcutt Academy High School
= Non-Block Days for Orcutt Academy High School
= Staff Development Days (no school)
= Holiday

ELEMENTARY INCLUDING CHARTER K-8

8/10 New Teachers Begin
8/11 Convocation
8/12 Work Day
8/13 First Day of School for all grades

Minimum Days
8/13, 9/27-10/1/21; 3/9– 3/11/22, 4/15 6/8/22
K-6 Parent Conferences
9/27 – 10/01/21; 3/9 – 3/11/22
End of Trimesters
11/05 (First), 03/04/22 (Second)

6/8/22 – LAST DAY OF SCHOOL

JUNIOR HIGH SCHOOLS

(Wednesday's Late Starts)

8/10 New Teachers Begin
8/11 Convocation
8/12 Work Day and *7th graders only shortened day*
8/13 First Day of School for all grades (Minimum day)

Mid Quarter Conferences
09/16 (Shortened day), 11/18 (full day)
02/24/22 (full day)
Minimum Days
9/17, 10/22 (end of 1st qtr.); 11/19/21, 1/28/22 (end of 2nd qtr.), 2/25, 4/1 (end of 3rd qtr.), 4/15, 5/27/22 (School-wide collaboration) 6/6, 6/7, 6/8 End of 4th Qtr.)

ORCUTT ACADEMY HIGH SCHOOL

8/10 New Teachers Begin
8/11 Convocation
8/12 Workday

Minimum Days

8/13	**First Day of School**
8/20	**Grade Prep**
9/24	**Grade Prep**
12/14-12/16	**Finals**
12/17	**End of 1st Semester**
2/25	**Grade Prep**
4/15	**Grade Prep**
5/31-6/3	**Finals**

Parent Teacher Conferences
9/23, 2/24
Progress Reports
9/17, 10/29, 2/18, 4/15

6/8/2022 – GRADUATION

Board Approved 2/10/21